DOCUMENT RESUME

ED 047 161 08 VT 012 659

AUTHOR	Lee, Allen
TITLE	Improvement and Development of the Organization and Administration of Vocational-Technical Education. Final Report.
INSTITUTION	Oregon State System of Higher Education, Monmouth. Teaching Research Div.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C. Bureau of Research.
BUREAU NO	BR-7-1327
PUB DATE	Nov 70
GRANT	OEG-98-071327-0085(085)
NOTE	677p.
EDRS PRICE	EDRS Price MF-$0.65 HC-$23.03
DESCRIPTORS	*Educational Administration, *Educational Development, *Educational Improvement, Educational Quality, Educational Research, *Evaluation Criteria, Evaluation Needs, Guidelines, Organizational Change, Program Evaluation, *Vocational Education

ABSTRACT

To help solve the organizational and administrative problems preventing the educational system from fully meeting society's present and future needs, this project sought to: (1) analyze the system's strengths and weaknesses, (2) develop tentative guidelines for reorganization of 16 state vocational education systems, and (3) field test an evaluation instrument for use by state agencies. An organizational structure compiled for 21 states with questionnaire data from state education agency officials was supplemented by group interviews with a cross section of professional and lay persons in 16 states to identify problem areas and possible solutions. Field testing of the evaluation instrument in five states demonstrated the urgent need for evaluation. Although evaluation can be effective in several forms, this revision of an earlier format and criteria used in Pennsylvania was superior in effectiveness and nationwide applicability. (BH)

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FINAL REPORT
Project No. 7-1327
Grant or Contract No. OEG-98-071327 0085(085)

IMPROVEMENT AND DEVELOPMENT OF THE ORGANIZATION AND ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION

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TEACHING RESEARCH
a Division of the Oregon State System of Higher Education

Submitted to:

U. S. DEPARTMENT OF HEALTH, EDUCATION
AND WELFARE
Office of Education
Bureau of Research

November, 1970

Prepared by:

Allen Lee

ED0 47161

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The Teaching Research Division
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November, 1970

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SUMMARY

A. The Problem and Objectives

The broad problem which prompted this project concerns the nationwide need to improve the organization for providing education to meet the needs of today and the future, and the need to improve the administration of the various institutions and agencies which combine to form the organization for providing and conducting education in each state throughout the Nation.

The first objective of this proposal was to identify, analyze and classify specific strengths and weaknesses, and to develop preliminary guidelines for the reorganization of occupational education in sixteen selected states.

The second of the two main objectives of this proposal was to field-test and refine "Format and Criteria for Analysis by State Agencies for Vocational-Technical Education", the first draft of which had been previously field-tested in the State of Pennsylvania.

B. Scope of the Project

The project encompassed two discrete objectives which were mutually complementary and were pursued concurrently.

One objective concerned the Organization for Education in selected states. Two separate activities were involved in the study of Organization for Education. One activity involved a determination of the current actual legal Organization for Education in twenty-one selected states as perceived by a knowledgeable person in each state's agency for education. The cooperating states were: Arizona, Arkansas, Colorado, Delaware, Florida, Idaho, Iowa, Kansas, Kentucky, Maryland, Minnesota, Mississippi, New Hampshire, Oklahoma, South Carolina, South Dakota, Tennessee, Utah, Washington, West Virginia, and Wisconsin. The second study of the Organization for Education concerned sixteen states. Both professional and lay persons in each of the sixteen states were asked to indicate their perceptions of roles, responsibilities and interrelationships among the institutions and agencies for providing vocational-technical education. The sixteen cooperating states were: Arkansas, Colorado, Delaware, Idaho, Iowa, Kansas, Maryland, Minnesota, Mississippi, Oklahoma, South Carolina, Tennessee, Utah, Washington, West Virginia and Wisconsin.

The second major objective of the project concerned the field-testing of Format and Criteria for Analysis by State Agencies for Vocational-Technical Education. The instrument (Format and Criteria) was field-tested in five state agencies for vocational education. The states were: Arkansas, Florida, Iowa, Minnesota and South Carolina. In addition to field-testing the instrument, the activity provided a service to each of the cooperating States. The service provided to each State was project leadership in directing the analysis of each State agency for vocational-technical education. The analysis resulted in identification and assessment of the strengths and weaknesses in each agency by the agency staff and a visiting team functioning under the direction of the project staff. The project staff submitted a final report to each of the five States including recommendations for improvement of the agency for vocational-technical education.

In addition to field-testing the instrument and in providing a leadership service to the cooperating States, several of each State's personnel were taught how to utilize the format and criteria.

C. Methods

Because the two main objectives of this project were to some extent discrete (although mutually complementary and were pursued concurrently), the methods for achieving each are described separately under items 1. and 2. below.

1. The Study of Organization for Education

a. In Twenty-One State Governments

In the investigation of twenty-one State governmental organizations for education, a knowledgeable person in each of the State education agencies was asked to complete a questionnaire[1] relative to the topic of this study. The questionnaire was fashioned to provide for: 1) a listing of the agencies and institutions included in the State's system of public education; 2) the major responsibilities of each of the agencies and institutions; and 3) to whom each agency or institution is responsible.

Upon return of the questionnaire the responses were reviewed and studied. Thereafter, a "skeletal organizational chart"[2] was prepared for the particular

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[1] Note Appendix B.

[2] Note the Findings and Analysis section of this report.

State studied. This organizational chart, with questions concerning uncertain points, was next mailed to the person supplying the information originally, for checking, corrections, additions and/or deletions.

Upon return of the revised chart, it was subjected to further review. Where uncertainties existed a conference by telephone was used to permit clarification.

The data collected from each of the twenty-one States were organized in a summary chart to permit comparison of data among the States studied. The summary chart is included in the Findings and Analysis section of this report.

b. Group Interviews in Sixteen States

The sixteen states were selected after a preliminary survey and interaction with consultants, project staff, the U.S. Office of Education and national advisory groups. A cross-section of people in each state were identified and queried through the application of an interview guide to ascertain their perceptions of roles, responsibilities and interrelationships of institutions and agencies providing for vocational-technical education. The data collected from the sixteen states was then analyzed to produce a report of Findings and Recommendations to each of the states. A composite report was also completed and is included with the individual state reports in the Findings and Analysis chapter of this study.

2. Field-Testing and Refinement of the Format and Criteria

Five States were selected to participate in field-testing the Format and Criteria following detailed discussion with the State school officers concerned. The Format and Criteria[2] was applied in each of the five states, and refined.

D. Findings

The findings of this project are reported to reflect the two discrete objectives which were pursued concurrently. Each study is reported under the sections listed below.

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[1] Note Appendix A.

[2] Note the activity section of this report for the revised plan of analysis.

1. Organization for Education

   a. In Twenty-One States

      The findings of the twenty-one State study of the current status of Organization for Education reflect diversity among the States in organizational patterns. Some specific findings of this study were:

      (1) An organizational chart and accompanying narrative were developed for each State.

      (2) A summary chart showing relationship similarities and differences among the State organizational patterns was developed from data produced by the study.

      (3) Some conclusions were deducted from the data from the States studied.

   b. Group Interviews in Sixteen States

      The perceptions of some 598 respondents (a 65% questionnaire return) were received from the sixteen States. This data was analyzed and a composite report produced in addition to individual reports which were submitted to each of the cooperating States. The overall summary report and the sixteen individual State reports are included in the Findings section of this document. The identity of cooperating States has been removed from the text of the reports as was agreed by participants at the beginning of this project.

2. Field-Testing the Format and Criteria

   The field-testing of the Format and Criteria for analysis of State agencies for vocational-technical education was conducted in five States. Personnel from each State agency analyzed their administration and functions according to the plan for analysis under the direction of the project staff. The State agencies' personnel report of the analysis was reviewed by a visiting team, also directed by the project staff. This report includes a summary of the staff and visiting team reactions which are the basis for some conclusions and recommendations made to each State.

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[1] Note a Plan for Analysis of State Agencies for Vocational-Technical Education, in the Activity Section of this document.

In addition to the services of analyzing each of the cooperating State agencies, some refinements were made in the instrument used for the analysis.

E. Conclusions

1. Organization for Education

One objective of this study was to identify, analyze, and classify specific strengths and weaknesses, and to develop preliminary guidelines for the reorganization of occupational education. This involved two major activities: a study of the current status of organization for education in twenty-one selected States and administration of an interview guide in sixteen States concerning their perceptions of roles, responsibilities and interrelationships among agencies and institutions providing for occupational education.

In sixteen selected States, group interviews were conducted involving 598 respondents. The findings clearly establish the need for improved organization for education as perceived by response of citizens in each of the States. The study reveals the need for study and revision of State statutes for education. The respondents believe that states should examine the role, philosophy and objectives of each State agency for education. The need for State education agencies to provide leadership and cooperative guidelines with public schools and other institutions in providing for occupational education is significant and urgent. The need for improved policy formulation and dissemination of information parallels the need for improved coordination of agencies and institutions providing education in the states. The entire process of change in education needs attention to facilitate orderly progress toward educational goals.

2. Field-Testing the Format and Criteria in Five States

The second of the two main objectives of this study was to field-test and refine the instrument "Format and Criteria for Analysis of State Agencies for Vocational-Technical Education". The conclusions reached include the following:

(a) There is urgent need for effective evaluation of state vocational agencies, and for the results of such evaluation to be used as a basis for reorganization.

(b) The States generally recognize the need for systematic evaluation, and are quite receptive to appropriate suggestions.

(c) Various types of evaluation may be effective; however, one model was found to be quite effective. This revised model for evaluation was based on several assumptions as follows:

(1) The guiding and central purpose for evaluation should be to improve vocational-technical education.

(2) Instructional programs in vocational-technical education need improvement.

(3) The administration and organization of vocational-technical education need improvement.

(4) The evaluation model and its application should be based on the assumption that desirable conduct (change for improvement) is difficult, if not impossible to dictate, decree, or legislate.

(5) The nature of solutions to problems is relatively easy to identify. The real problem or challenge is to get people to agree on what should be done--and then to act.

(6) Change for improvement in instruction and/or administration is difficult, if not impossible to achieve, by dictation or legislation.

(7) "Involvement" is the key to success in identifying and implementing change.

(8) To effect desirable changes for the improvement of the instruction in vocational-technical education, one must first identify and implement changes in administration.

(9) Preserving the anonymity of individual participants in the evaluation facilitates frank expression of worthwhile opinions on a constructive basis.

(d) Evaluation, to be effective, needs to include self-analysis, reactions of a community or visiting team, and the coordination and insights of a third party.

(e) The model for evaluation is quite effective when properly applied by a third-party.

(f) The evaluation model is effective in identifying strengths, weaknesses and suggestions for improvement on a constructive basis.

(g) Application of the evaluation model tends to improve communication and understanding.

(h) The evaluation model is applicable nationwide.

(i) Additional persons should be oriented to the model and trained to apply it.

This study has achieved a wealth of valuable data, only part of it has been adequately analyzed. The data should be the focus for additional analyses and conclusions.

CHAPTER I. INTRODUCTION

The broad problem which prompted this study concerns the nationwide need to improve the organization for providing education to meet the needs of today and the future, and the need to improve the administration of the various institutions and agencies which combine to form the organization for providing and conducting education in each state.

A. Need for Improved Organization

One main objective of this study was to identify, analyze, and classify specific strengths and weaknesses, and to develop preliminary guidelines for the reorganization of occupational education in sixteen selected states.

Dr. John W. Gardner pinpointed the focus of one of the problems central to this proposal when he said, "Our aspirations have outrun our organizational abilities."[1]

We are trying to conduct occupational education in an educational jungle. A multitude of unrelated agencies, public and private, attempt to meet the need of it. Together they are grossly inadequate. Public funds for occupational education are not well spent because an efficient organization or system of education agencies and institutions with appropriate roles and responsibilities through which to spend them does not exist.

Large portions of the populations are unserved or poorly served. The National Vocational Education Act of 1963 identified four major groups which should be served and provided large increases in funds to serve them.

(1) In-school youth.

(2) Youth with special needs.

(3) Post-secondary youth and adults.

(4) Out-of-school youth and adults.

We still lack the organization to accomplish what Congress intended.

During recent years the need for a high quality program of education for all children and youth has been more clearly recognized as essential for the development and progress of the United States. Much progress has been made in improving the status and quality of education at all levels. However, this progress has been uneven, with perhaps the greatest improvement in areas such as science, mathematics, and foreign languages. There is a serious question as to whether the progress in occupational (including vocational-technical) education has kept pace in many parts of the nation and whether current policies, programs, and procedures are adequate to meet present and emerging needs in our rapidly-changing economy.

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[1] *Time*, January 20, 1967, p.16.

There seems to be considerable concern that, with the attention and emphasis currently given to college preparatory programs, vocational-technical education may tend to lose prestige and be in a less favorable position than previously to prepare youth and adults to meet vital needs of our economy. There is concern about the 66% of the student population who will not graduate from a traditional four-year college or university.

State departments of education (and consequently vocational-technical staffs) vary considerably in size, in organization, in functions, and in other respects. The average state department in 1963-64 had 75 professional staff members available to work on educational problems and programs in 425 school districts, including 1,003 elementary schools, 80 junior high schools, and 220 high schools.[1] These schools were staffed with 10,827 elementary teachers, 1,916 junior high teachers, and 4,501 senior high teachers. There were in addition 170 superintendents, 42 assistant superintendents, 633 elementary principals, 74 junior high principals, and 159 senior high principals. In summation, the 75 state department of education's staff members work directly with 1,303 schools and about 20,000 local school people--for the purpose of maintaining standards, providing teacher and administrator training, and for the general improvement of education including buildings, methods, materials, and teaching. Techman[2] concluded that the present standards of state departments are not keeping pace with postulated new practices. Little evidence of leadership for secondary school improvement was found.

Some state department consultants estimated their average "visit" to schools to be one-half day each seven years. A few are able to approach the level of one visit in each two-year period. Obviously, this situation precludes reliance upon the procedure of working with individual principals and teachers--especially when one takes cognizance of the time required for desk work and travel. It would not only be impractical, but also unrealistic and undesirable to attempt to increase the state department staff to a number that could (under traditional procedure and organization) meet the challenges and effectively influence change for improvement.[1]

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[1] Robert F. Will, State Education Structure and Organization, U. S. Department of Health, Education, and Welfare, Office of Education, Misc. No. 46, OE-23038, U. S. Government Printing Office, 1964, Washington, D.C.

[2] Robert Techman, The Influence of State Departments and Regional Accrediting Associations in Secondary School Experimentation. The Ohio State University, 1962, Columbus, Ohio.

The President's Panel of Consultants on Vocational Education[2] and others have spotlighted such widespread deficiencies in occupational education as:

(1) Vocational offerings which are limited in variety and in terms of numbers of persons served.

(2) Programs which are unrealistic in terms of the needs of labor.

(3) Inadequate concern and provision for the anticipated 21 million non-college graduates who are entering the labor market during the 1960's and the added millions who need to be retrained in the years ahead.

(4) A need for more effective state leadership to influence local programs.

Major changes are occurring and will occur in state educational agencies, including those with responsibility for vocational-technical education. These are being precipitated by socio-economic developments in the country and to some extent accelerated by legislation such as the Vocational Education Act of 1963[3] and the Elementary and Secondary Education Act of 1965.[4] If we are to meet these changes and to remove present deficiencies in occupational education we must improve the organizational framework within which occupational education is provided at the state level. The study of organization as conducted in this research is seen as the first step in this endeavor.

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[1] Discussions with state educational agency personnel in North Dakota, South Dakota, Minnesota, Wisconsin, Kansas, Illinois, Indiana, Rhode Island, Oregon, and Washington.

[2] Panel of Consultants on Vocational Education: Education for a Changing World of Work, U.S. Department of Health, Education, and Welfare, OE-80021, U.S. Government Printing Office, 1963, Washington, D.C.

[3] Public Law 88-210, December 1963.

[4] Public Law 89-10, April 1963.

B. Need for effective evaluation

The second of the two main objectives of this study was to field test and refine "Format and Criteria for Self-Analysis by State Agencies for Vocational-Technical Education," the first draft of which was developed during the 1966-67 year and field-tested once--completed in Pennsylvania in June 1967.

In recent years, there has been nationwide concern about the respective roles of state and federal agencies; the fragmentation of responsibility for education on both state and federal levels; the organization, financing, and efficiency of educational institutions; the actual or imagined abdiction of some state responsibility for government; the suggested dangers in the growth of federal power centralized in Washington; the use of interstate compacts to solve multi-state problems; and the need for change and improvement in state education leadership.

Many politicians, political scientists, and journalists would have us believe that state government is dying out. If we go much further, warns Senator Strom Thurmon, "In a few years, the states will be nothing more than territories."

Thomas Jefferson warned that the only way to prevent the encroachment of federal power into areas beyond its proper sphere is to strengthen state governments. During a reapportionment debate last August, Senator Everett Dirksen suggested that soon "the only people interested in state boundaries will be Rand-McNally."

A good example of the need for change and improvement in state governments today is the current status of public education organizations, which have more often than not just grown "like Topsy." Throughout the fifty states, one can observe a hodgepodge of arrangements, influenced by a variety of vested interests and moving with some lack of coordination.

Presumably, critical deficiencies in vocational and technical education programs of local agencies (schools) can be reduced or eliminated through more effective organization and administration at the state and national levels. With vastly increased federal aid and changing roles for such agencies as the Office of Education, there is some apprehension about undesirable federal control. Many contend the federal government should not attempt to provide direct assistance to local school systems. Some federal leadership and financial assistance are necessary--but these should be implemented through the appropriate state agency, which can best interpret statewide and local district needs, look after in-state interests, serve as a buffer between local schools and the federal agencies, assist with effective utilization of federal aid, and look after the national interest.

Assuming that the American public will neither accept nor be asked to accept complete federal financing and control, it then becomes even more imperative to have effective combinations (organization) of education agencies and institutions which are characterized by good administration.

We believe many functions related to education which cannot be efficiently and appropriately performed at the local district level can best be fulfilled at the state level. Concurrently, we believe that strengthening and improving the state agencies for education offers the greatest potential for needed improvement of educational programs in general.

Evaluations of state agencies of vocational education go on continuously, formally and/or informally. They evaluate themselves. They are evaluated by a variety of professional educators. The evaluations which determine the functions and the resources of these divisions are made by the electorate on their representatives in legislatures and governing boards. Evaluations determine the course public education will take.

Often an agency evaluation is conducted (almost) entirely by outside "experts" who too frequently cannot stay long enough, actually do not know enough, and/or cannot affect needed change and improvement. It has been said such outside experts are viewed by staff as "blowing in, blowing off, and blowing away," thus ending the matter.

Staff of the agency being evaluated or analyzed are often in the optimum position to identify strengths and weaknesses in their own organization. Most importantly--they are often in the best position to promote and affect desirable change.

An informed and public-spirited staff is potentially the most capable and the most trusted group in a state in the development of policy and program. To become such a capable and trusted staff, there must be broad vision, many contacts, time for discussion and reflection, and willingness to assume initiative boldly. An evaluation should be realistic, not defensive. It should be geared to state needs, not the desire of individual staff members. It should lead to requests for personnel and funds to do the job that needs to be done.

Sanction for self-evaluation by the state board and the legislature is desirable. A state's lay policy-makers should know about the self-evaluation activity from its inception and should be kept informed of progress so that findings and recommendations will not come as a complete shock to them. The wisdom of individual board members and others is needed in guiding the venture.

Self-analysis should involve the entire staff, with provision for reactions by a visiting team. When properly conceived and conducted, such an analysis has a tremendous potential for improvement.

The problem has been the lack of appropriate and effective evaluative procedures and criteria designed specifically for state agencies for vocational-technical education.

Instruments of a similar nature have long existed and been successfully utilized for other kinds of institutions. "Evaluative Criteria" developed by the American Council on Education and used by secondary schools and accrediting associations throughout the nation for thirty years is an outstanding example. Another is NCATE (National Council for the Accreditation of Teacher Education). The Western Association of Schools and Colleges (Headquarters in Burlingame, California) has developed and extensively utilized instruments of this type. The Texas Education Agency has developed and utilized instruments for elementary schools.

The team which developed the prototype of the "Format and Criteria for Self-Analysis of State Agencies for Vocational-Technical Education" completed the first full-scale field-test of that instrument on June 14, 1967, in Pennsylvania. Although the degree of success achieved was gratifying, there was obvious need (as anticipated) for additional field-testing, for major refinements in the criteria, and some refinement in procedure.

One of the two specific purposes of this Project was to field-test the instrument, and to provide service to those states cooperating in the field-testing.

C. Review of the Literature

A considerable wealth of information was available in periodicals, reports, brochures, guides, and state plans on myriad aspects of vocational-technical education in the United States. Although this information was not organized, well-classified, or available in any one body or location, it did afford an opportunity to the researcher who is willing to put forth the necessary effort to locate, acquire, analyze, and study these sources of information.

A major, unequalled source of information of particular pertinence and value to this project was the vast amount of data gathered in "A Nationwide Study of the Administration of Vocational-Technical Education at the State Level," completed under the direction of Allen Lee who directed this study. In addition, the observations and experiences of the fourteen (or more) individuals, who worked on the study completed on June 30, 1967 and who also assisted with this project, constituted a tremendous well of information.

In the supplementary and appendix section of this document is a bibliography with excerpts of literature which was reviewed and has influenced the philosophy and detail inherent in this Project.

Some other sources considered to be of value include the following:

> Dr. Robert F. Will's State Education Structure and Organization, (OE-23039, 1964) for example, constitutes an excellent resource. It is one of several sources helpful in formulating a framework or guide for selecting policies, analyzing organization and structure, etc. It must be recognized, however, that this work, as many others, was primarily a limited-status study, which was not intended to go into depth for any state. Significantly also, many modifications have already occured (since this study was published) in States such as Oregon, Hawaii, Colorado, Indiana, Washington, and others.
>
> Although Conant's study for the report Shaping Educational Policy[1] did not center attention on state responsibility for education, he pertinently emphasized "the significance of educational policy making at the state level and the need for evolving some ways of more effective cooperation between states."
>
> Four political scientists--Stephen Bailey, Richard Frost, Robert C. Wood, and Paul E. Marsh--reported in their monograph, Schoolmen and Politics: A Study of State Aid to Education in the Northeast[2] on their studies of the dynamics of educational policy making at the state level. They were concerned with the role of educators in initiating and formulating public shcool policy in eight northeastern

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[1] James B. Conant, Shaping Educational Policy, McGraw-Hill Book Company, New York, 1964.

[2] Stephen K. Bailey, et. al., Schoolmen and Politics: A Study of State Aid to Education in the Northeast, Syracuse University Press, Syracuse, New York, 1962.

states, especially in New York State. This study shows clearly the importance of leadership from the ranks of both professional schoolmen and state department personnel in bringing about changes in state educational policy. The comparative procedures developed by Bailey and his colleagues for the identification and categorization of educational leadership and the conditions in which such leadership tends to emerge had considerable significance for the study of the organization for education in this project.

William P. McLure, George C. Mann, Herbert M. Hamlin, N. Roy Karnes, and P. Van Miller have made an extensive examination of vocational, technical, and adult education in Illinois.[1] This study presents a ten-year development plan to meet the "needs of the state for trained manpower."

Two recent studies, one of New York State and the other of California, focused attention on state organization. Proposals were made for major reorganization and new roles of the state education agenices to involve them more directly and aggressively in research development and dissemination of new instructional practices.[2,3] Brickell's study developed some generalizations concerning the dynamics of instructional change in the elementary and secondary schools of New York. He proposed that (1) there should be established in a state education agency a semi-autonomous education research service to deal separately with program design and evaluation; and (2) there should be regional school development units to disseminate new practices through demonstrations, in-service education, and other ways. The California study focused on the needs of the school system which can be met effectively by a State education agency. The conclusions included the following: (1) There is a need for a formal process to provide plans for educational development within the states; (2) The State Board of Education appears to be the logical agency to lead in such developmental planning; and (3) The State Department of Education should make extensive use of project teams for research development and evaluation activities and should provide a bureau of educational reference to serve the local and intermediate needs.

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[1] William P. McLure, et. al., Vocational and Technical Education in Illinois: Tomorrow's Challenge; U. of Illinois, 1960 Urbana, Illinois.

[2] H. M. Brickell, Organizing New York State for Educational Change, New York State Department of Education, December 1961, Albany, New York.

[3] Arthur D. Little Company, The Emerging Requirements for Effective Leadership for California Education, California State Dept. of Education, November 1964, Sacramento, California.

Dr. Robert E. Bills, in "An Assessment of Role Change" (The West Virginia State Department of Education, 1969), found significant differences existing among staff in the the State Department of Education and county superintendents in how they see themselves and are seen by others. He found less difference in the perceptions of "ideals" than among perceptions of current status. His use of the factor analysis may be useful for future adaptation to studies such as this project. Bills' use of composite descriptions for comparative analysis also merits careful study.

A report of the West Virginia State Department ("On the Threshold of Change, 1960") describes apparently successful use of the Fieldler Measure of Assumed Similarity Opposites for determining pertinent measures of perceptions. Use was concurrently made of Q-Sort Data to make composite descriptions--a technique which appears to be applicable also to a project such as this one, and hence has a bearing on instrumentation. The above study included composite descriptions of several groups which were intercorrelated and the resulting matrix factor analyzed.

The Florida Scale of Education and Civic Beliefs with its use of five factors (strongly agree, agree, neither agree or disagree, disagree and strongly disagree) illustrates a pattern which was studied for its value in the instrumentation planned although the subject content of the instrument was not applicable.

Bernard Berelson ("Graduate Education in the United States," McGraw-Hill, 1960) developed instruments regarding graduate programs which offer some premise for adaptation.

Note the bibliography with excerpts in the Appendix section of this document.

This extensive review of related literature and research revealed the need for attention to the organization of education. Some of the critical issues as revealed by the literature are the following:

(1) What are the responsibilities and the relationships of the local, state, and national governments in providing occupational education?

(2) Should state planning and organization replace local initiative and control?

(3) Could the various segmented phases of education be pulled together (Could vocational education be better related to general education)?

(4) Have the Smith-Hughes and related vocational education acts affected unduly the organization of public education?

(5) How should high school programs of vocational education be reorganized to adapt to the developing systems of area schools (junior and community colleges, vocational schools, technical institutes, and branches of universities which serve areas usually larger than school districts)?

(6) How can opportunities for vocational and technical education be provided in areas served by small school systems?

(7) How can a better balance be secured between enrollments in programs leading to the professions and enrollments in programs leading to non-professional occupations?

(8) Should all specialized vocational and technical education be postponed beyond the high school?

(9) How should the organization of public occupational education take account of the much larger program conducted privately?

(10) What are the implications for the organization of education population mobility and migration?

(11) Should there be separate vocational schools or comprehensive schools for secondary and post-secondary students?

(12) Should there be special area schools to provide vocational education and other types of education for high school students?

(13) Which persons should be involved in planning and conducting education?

(14) What organization would improve opportunities for occupational education for Blacks and other disadvantaged groups?

(15) What organization of occupational education would better serve those in the slums and suburbs?

(16) What organization for occupational education would better serve unemployed youth and reduce youth unemployment?

(17) How can education be organized to serve all who should be served?

(18) Is good general education the best vocational education?

(19) Is there need for attention to the organization of libraries on occupational education to serve policy makers and the lay public as well as the profession?

In the study of the organization for education, particular emphasis was given to the needs of occupational education, the roles and responsibilities of the several education agencies and institutions for occupational education in each of sixteen states, the identification of duplicating responsibilities, and identification for gaps or neglected areas. The study gave consideration to existing and potential educational organization as a base to permit and facilitate the concept of the organic curriculum.[1]

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[1] Robert M. Morgan and David S. Bushnell, "Designing an Organic Curriculum," Bureau of Research, U.S. Office of Education, 1966.

D. Summary of Objectives

1. To promote and develop improvement of occupational education through a study of the organization for education in each of sixteen selected states. This involved (a) the identification, analysis, and descriptive classification of the strengths and weaknesses in the organization of technical-vocational education at the State level; and (b) the preliminary formulation of guidelines for reorganization.

   (Such information was not available on a systematic basis, but has been and will continue to be needed by lay and professional educators, legislators, and their constituents. If gathered, analyzed, and made available by competent scholars and successful practitioners without vested interests, away from the heat of legislative halls and immediate emotional battles, this research can exert a most desirable influence upon reorganization of education and upon change for improvement.)

2. To field-test and refine the Format (procedure) and Criteria for Analysis by State Agencies for Vocational-Technical Education

CHAPTER II. DESCRIPTION OF ACTIVITIES

Because the two main objectives of this proposal were to some extent discrete, although mutually complementary and pursued concurrently, the procedures for each are reported separately in this section under "A" and "B": Under "A" of this section, activities pursued in the study of the organization for education in two groups of states are described. Under "B" of this section, activities followed in field-testing the Format and Criteria for Analysis by State agencies for vocational-technical education are described.

A. Organization for Education

Activities for the study of Organization for Education in Selected States are reported for two separate studies. One study is entitled: "The Organization in Twenty-One States." The other study is entitled: "Group Interviews in Sixteen States." Activities of both studies are reported on the following pages.

1. The Organization in Twenty-One States

The Organization for Education was studied in twenty-one selected states.[1] An initial effort was directed at assembling information on how each state studied was structured in its organization pattern to function in the various areas of its education responsibilities. It was hoped in this way to look at the overall response of the various institutions and agencies providing education in a given state and to outline the organizational patterns used. From these responses an attempt has been made to detail skeletal organizational charts to indicate lines of responsibility and interrelationships for each of the states.

Against the several organizational patterns thus arrived at, it was hoped that the opinions and judgments of other activities of this research (to be described later) would have greater meaning, and therefore value, in pinpointing and understanding the strengths and/or weaknesses in a given state.

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[1] Note Table 1 on next page.

The procedure followed in this activity was to select a knowledgeable person in top-level educational responsibility in the state to be studied, apprise him of what was being undertaken, and secure from him his response to the sixteen page questionnaire[1] relative to the subject of this study. The questionnaire was fashioned to provide for: 1) a listing of the agencies and institutions included in the state's system of public education; 2) the major responsibilities of each of the agencies and institutions; and 3) to whom each agency or institution is responsible.

Upon return of this questionnaire the responses were reviewed and studied. Thereafter a "skeletal organizational chart"[2] was prepared for the particular state studied. This organizational chart, with questions concerning uncertain points, was next mailed to the person supplying the information originally for checking, corrections, additions and/or deletions.

TABLE 1. PARTICIPATING STATES PROVIDING DATA ON ROLES, RESPONSIBILITIES AND INTERRELATIONSHIPS AMONG THE INSTITUTIONS AND AGENCIES PROVIDING EDUCATION IN TWENTY-ONE SELECTED STATES.

1.	Arizona	11.	Minnesota
2.	Arkansas	12.	Mississippi
3.	Colorado	13.	New Hampshire
4.	Delaware	14.	Oklahoma
5.	Florida	15.	South Carolina
6.	Idaho	16.	South Dakota
7.	Iowa	17.	Tennessee
8.	Kansas	18.	Utah
9.	Kentucky	19.	Washington
10.	Maryland	20.	West Virginia
		21.	Wisconsin

Upon return of the revised chart, it was subjected to further review. Where uncertainties still existed, a conference by phone was used to permit clarification.

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[1] Note Appendix B.

[2] Organizational charts for each state studied are included in the Findings and Analysis section of this report.

Understandably, such skeletal organizational charts do not attempt to record the detailed operation of the various "agencies and institutions." They do attempt to indicate responsibilities and interrelationships to the extent data supplied made these clear. Also, the "organizational charts" are supplemented by narrative materials which should provide some assistance for understanding the state's operational pattern. The organizational charts and accompanying narrative materials are reported in the "Findings and Analysis" sections of this report.

2. Group Interviews in Sixteen States

One essential for the improvement of instruction in educational institutions is to first improve the definition of respective roles and responsibilities, policies, organization and administration of a state's educational system. A single state system often includes many distinct components with both separate and overlapping responsibilities.

This research was designed to investigate the above assumption dealing with (1) occupational education[1] and (2) other educational activities having a direct influence upon students, grades 9-14, primarily in the public schools.

a. Design of Research

The design of this research project was based upon the belief that what the lay public believes and desires is of major importance. Individuals were invited to participate from a cross-section of the public. Their perceptions were intended to be somewhat representative of a segment of lay people. The information collected was to be analyzed and identified by three major categories of information:

a-1. The perceptions of various facets of the system as it now operates.

a-2. The concepts of what would be the ideal system.

a-3. The opinions and suggestions concerning changes which may be both desirable and feasible.

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[1] Defined in the Glossary of terms in the Appendix section of this document.

It was the intent to identify issues, problems, gaps and overlaps among the many educational agencies providing services in the states.

b. Identification and Selection of Cooperating States

The activities planned for conducting the group interviews in sixteen selected States included a preliminary survey to facilitate the selection of cooperating states. It was intended that the preliminary survey and the selection of cooperating states would involve conferences with the Office of Education, staff consultants and two national advisory groups.[1]

c. Identification of Data to Be Collected

Concurrent with the preliminary survey to identify and select cooperating states for the project, a process of study and review of data previously collected from other studies, conferences and from consulting activities was planned. The national advisory groups were to be consulted.

d. Plan for Data Collection

The planned procedures for securing data from the cooperating states entailed initial meetings with key lay and professional persons such as state political leaders, civic leaders, education officials and representatives of labor and industry. Such initial meetings were to be followed by larger group discussions. The outcome of prior activities such as the determination of kinds of data to be collected, etc., was to determine the method of data collection.

e. Data Tabulation and Analysis

It was anticipated that some of the data would have to be processed by hand, however, most of the information was planned for machine tabulation, machine retrieval and analysis.

Anticipated schedules for work activity called for the banking and tabulating of data to be continuous from the beginning of the project. Collection of data was to be completed in seven months and the analysis summarization and report preparation to be concluded three months later.

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[1] Note Appendix D.

B. Field-Testing and Refinement of Format and Criteria

The "Format and Criteria" (field-tested in Pennsylvania) was revised in accordance with planned activities of this project. The director, working with some members of the Pennsylvania State Agency for Vocational-Technical Education, refined the draft of the "Format and Criteria" which was field-tested in that State. The refined draft was then applied to five cooperating States in this project. The cooperating States were: Arkansas, Florida, Iowa, Minnesota, and South Carolina.

In each of the states the plan, which is described in the following pages of this report, was implemented. The major intent of the field-test was to refine the "Format and Criteria." Other purposes of the test were to orient and train personnel in use of the instrument and to provide a service to the cooperating states.

CHAPTER III. FINDINGS AND ANALYSES

The findings and analysis of data are organized and reported to reflect the two discrete objectives of this study. Consequently, the findings are reported under two headings, "A" and "B". "A" findings concern two studies of Organization for Education in two different groups of selected states. "B" findings concern the field-testing and refinement of the Format and Criteria for Analysis of State Agencies for Vocational-Technical Education.

A. Organization for Education

Findings concern two studies of Organization for Education entitled: 1) Organization in Twenty-One States; and 2) Group Interviews in Sixteen States.

The "Organization for Education" study in twenty-one states involves the assessment of the current status of the legal organization structure for education in the states studied.

The "Group Interviews in Sixteen States" study concerns the perceptions of the organization for education by both professional and lay persons in the sixteen states studied.

1. Organization in Twenty-One States

Data concerning the study of "Organization for Education in Twenty-One States" is presented in two ways. First an overall summary of findings is presented, followed by individual state findings. The overall summary concerns information about all of the twenty-one states and includes a chart which shows similarities and differences among the states' organizational patterns.

a. Overall Summary of Organization for Education in Twenty-One States

(1) Chief State School Officer

Of the twenty-one states surveyed, ten call their chief state school officer the State Superintendent of Public Instruction, seven call him Commissioner of Education, two refer to him as the State Superintendent of Education, one as the State Superintendent of Schools and one as the Chief State School Officer. Each state surveyed has such an office. In ten states, the office is elective; in five appointive by the governor; in three appointive by the State

Board of Education; and in three appointive by the governor, but subject to confirmation by either the senate or the legislature.

In all of the twenty-one states, the chief state school officer has a major responsibility for both elementary and secondary education. In eighteen he has some responsibility for post-high school, adult and vocational education; and in fourteen he likewise has some responsibility for vocational-technical schools. In eight states he has a relationship to the community or junior colleges, and in three to the State Board of Higher Education.

In six states, the school officer is an ex-officio member of the State Board of Education. In three he serves as chairman of the board, and in two as secretary of the board. In one state, he is an ex-officio member of the State Community Junior College Board, in four he is a member of the State College Board of Regents and in one he is a member of the State Coordinating Council.

(2) State Boards of Education and State Boards of Vocational Education

All but Wisconsin have State Boards of Education. In Wisconsin the elective State Superintendent of Public Instruction works directly through his State Department of Education to administer all educational programs commonly under state boards of education in other states. For purposes of lending coordination to the overall education program of the State, the State Superintendent is a non-voting member of the governor-appointive Coordination Council for Higher Education.

Idaho is also somewhat unique in its organizational pattern. The governor appoints one board to serve general education, vocational education, and to act as a board of regents over higher education.

Of the other nineteen state boards of education, seven are elective, seven are appointive by the governor, and five are appointive by the governor but subject to confirmation by the senate or legislature.

Among these nineteen States and Idaho, in all but Colorado, the state boards of education have responsibility, in varying degrees, for vocational education. The State Board of Education memberships of Tennessee and Oklahoma (with added members) are also the memberships of their State Boards of Vocational Education. However, in these States there are District Boards, meeting separately on district agendas. Colorado, on the other hand, has a separate State Board for Occupational Education and Community Colleges. In other instances the vocational programs are more nearly merged with the regular public school program and find their specialized leadership in most instances through the use, by the school, of divisions of vocational education, directors of vocational education, and departments of education.

Utah stresses the comprehensive high school structure up to the college level. College-level vocational or technical education is the responsibility of the State Board of Higher Education. Most vocational programs among the states surveyed are reinforced by the use of advisory boards made up of knowledgeable laymen.

(3) State Board for Community or Junior Colleges

Of the states contacted, only two, Colorado and Minnesota, reported having a State Board for Junior or Community Colleges as such. One other, Maryland, reported it would have one as of July 1, 1969. Fourteen reported organized Community College or Junior College programs, colleges with their own boards. Of these, nine were responsible to the State Board of Education, and five were directly or in some way indirectly responsible to higher education. Four did not indicate any formal organizations for post-high school education.

A clear distinction as to what is meant by a community college and a junior college is not always apparent. Generally, it seemed that the community college definitely connotes a school organized on a community basis with up to two years of post-high school work, a considerable portion of which is not thought of for college transfer purposes; most of which may be terminal or lead directly to vocational or occupational employment.

Usually the junior college connotes post-high school level work of regular lower division college caliber and with possible college transfer value.

(4) State Boards of Higher Education and Coordinating Boards

In ten states among the twenty-one states in the study, some form of authority generally over all collegiate and university education is found. This varies in form, title and function. However, they seem to qualify more distinctly in an administrative capacity and are therefore reported in the composite chart[1] study under the column listed as State Board of Higher Education. On the other hand, the balance of the states report some device for coordination responsibility, but minimal administrative stress. Again these are known by a number of names and follow no one pattern in organization, function, or authority. They range from appointive groups, principally as an aid to the governor or the legislature, to groups having a major responsibility to the colleges and universities and to the coordinative influence they may have for the overall collegiate programs in their specific state.

In a few instances universities are singled out for very special treatment as differentiated from the colleges. In such instances the methods of selection of their governing boards vary. Some are quite autonomous. The title of Regents is frequently reserved for the university but even this is not a uniform distinction.

Where state boards of higher education are used, fewer of the colleges have their own individual board. In other instances the rather general practice is that each college or university has its own board.

The variety of programs and the variety of ways of trying to cope with a state overall educational program are significant. These facts, coupled with the recency of changed programs, the imminence of change in other instances, and the frequency of mention of current legislative consideration of possible change where legislatures were in session, strongly indicate a feeling of need and the spirit of search for improvement.

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[1] Note the 21 state chart on page 28 of this section.

a-5. TWENTY-ONE STATE STUDY

		STATE CHIEF SCHOOL OFFICER							
		Title of Office				How Selected			
		St. Supt. Pub. Instr.	St. Supt. Schools	St. Supt. Education	Commissioner of Educ.	Elective	Appointive by Governor	App. by St. Board	App.-Gov. + Sen./Leg.
1	Arizona	*				*			
2	Arkansas				*		*		
3	Colorado				*			*	
4	Delaware	*					*		
5	Florida				*	*			
6	Idaho	*				*			
7	Iowa	*							*
8	Kansas				*		*		
9	Kentucky		*			*			
10	Maryland	*						*	
11	Minnesota				*				*
12	Mississippi			*		*			
13	New Hampshire				*				*
14	Oklahoma	*				*			
15	South Carolina			*		*			
16	South Dakota	*				*			
17	Tennessee				*		*		
18	Utah	*						*	
19	Washington	*				*			
20	West Virginia	D					*		
21	Wisconsin	*				*			

		STATE CHIEF SCHOOL OFFICER											
		Key Responsibilities						Ex-officio Member					
		Elem. & Secondary	Incl. H.S. Voc. Ed.	Post-H.S. Voc/Adult Ed	Voc.-Tech. Schools	Community or Jr. Coll.	St. Bd. of Higher Educ	St. Bd. of Educ.	Chr. St. Bd. of Educ.	Sec. St. Bd. of Educ.	Com.-Jr. College Bd.	Coll. Bd./Bd. Regents	Coordinating Council
1	Arizona	*	*	*				*			*	*	
2	Arkansas	*	*	*						*			
3	Colorado	*	*	*									
4	Delaware	*	*	*									
5	Florida	*	*			*							
6	Idaho	*	*	A	A	A		*					
7	Iowa	*	*	*	*	*							
8	Kansas	*	*	*	*	*							
9	Kentucky	*	*		*				*				
10	Maryland	*	*	*	*	*		B				*	
11	Minnesota	*	*	*	*								
12	Mississippi	*	*	*	*								
13	New Hampshire	*	*	*	*			*					
14	Oklahoma	*	*						*				
15	South Carolina	*	*	*	*				*				
16	South Dakota	*	*	*	*			*		*			
17	Tennessee	*	*	*	*	*	C						
18	Utah	*	*	*									
19	Washington	*	*	*	*	*							
20	West Virginia	*	*	*	*		*	*				*	
21	Wisconsin	*	*	*	*	*	*					*	*

		STATE BOARDS ---------------------------- Responsible for Education									
		State Board of Education									
		How Selected				Key Responsibilities					
		Elective	Appointive by Governor	App. by Bd. of Educ.	App.-Gov. + Sen./Leg.	Elem/Sec.-Inc.H.S. Voc.	Post-H.S. Voc./Adult Ed	Vocational School	Community/Jr. Colleges	Colleges	Universities
1	Arizona				b	*	*				
2	Arkansas				b	*	*	*			
3	Colorado	*				*	*				
4	Delaware		b			*	*	*	*		
5	Florida	b				*	*	*	*	*	*
6	Idaho		b			*	*	*	*	*	*
7	Iowa				b	*	*	*			
8	Kansas	b				*	*	*	*		
9	Kentucky		*			*	*	*			
10	Maryland		*			*	*	*			
11	Minnesota				b	*	*	*			
12	Mississippi	e				*	*	*	*		
13	New Hampshire		b			*	*	*			
14	Oklahoma		b			*	*	*	*		
15	South Carolina	h				*	*	*			
16	South Dakota				b	*	*	*			
17	Tennessee		g			*	*	*	*	*	
18	Utah	*				*	*	*			
19	Washington	k				*	*	*			
20	West Virginia		b			*	*	m			
21	Wisconsin										

		State Boards of Community Colleges						State Board of Vocational Educ.								
		How Selected				Key Responsibilities		How Selected				Key Responsibilities				
		Elective	Appointive by Governor	App. by Bd. of Educ.	App.-Gov. + Sen./Leg.	Community Colleges	Junior Colleges	Elective	Appointive by Governor	App. by Bd. of Educ.	App.-Gov. + Sen./Leg.	H.S. Voc./Adult Educ.	Post-H.S. Voc. Educ.	Area Voc. Schools	Comm. or Jr. Colleges	Technical Schools
1	Arizona				*n		c'				b	*	*			
2	Arkansas	*				c					b	*	*	*		
3	Colorado		n			*			n					*		
4	Delaware		*			c			b			*				
5	Florida		*				c	b				*	*	*	*	
6	Idaho					c			b			*	*	*	*	*
7	Iowa					c						c	c	c	c	
8	Kansas	*					c	b				c	c	c	c	
9	Kentucky													c'		
10	Maryland		*			d										
11	Minnesota		*				*				b	*	*	*		
12	Mississippi						c	b							c	
13	New Hampshire								b			*	*	*		
14	Oklahoma		*				c'		g			*	*	*	c'	*
15	South Carolina						c'	b				*	*	*	c'	
16	South Dakota										b	*	*	*		
17	Tennessee						c		g			*	*	*	*	*
18	Utah						c'		l			*	*	*	c'	c'
19	Washington		*			c			b			*	*	*	c'	*
20	West Virginia						c'		c'				*	*	c'	c'
21	Wisconsin															

		State Board of Higher Education									
		How Selected				Key Responsibilities					
		Elective	Appointive by Governor	App. by Bd. of Educ.	App.-Gov. + Sen./Leg.	Junior Colleges	Community Colleges	Colleges	Universities	Div. Voc. Schools	Technical Schools
1	Arizona										
2	Arkansas										
3	Colorado		o				*	*	*	*	
4	Delaware										
5	Florida										
6	Idaho		b				*	*	*		
7	Iowa				d			*	*		
8	Kansas		o'					*	*		
9	Kentucky		o''					*	*		
10	Maryland										
11	Minnesota										
12	Mississippi										
13	New Hampshire				f			*	*		
14	Oklahoma		o'				*	*	*		
15	South Carolina		o					*	*		
16	South Dakota				i			*	*		
17	Tennessee					p		p			
18	Utah		j			*	*	*	*		
19	Washington										
20	West Virginia										
21	Wisconsin										

		Coordinating Board								
		State Coordinating * Council								
		How Selected				Key Responsibilities				
		Elective	Appointive by Governor	App. by Bd. of Educ.	App.-Gov. + Sen./Leg.	Complete Educ. Program	Comm.-Jr. Colleges	Vocational Schools	Colleges	Universities
1	Arizona		*			*				
2	Arkansas		*				*		*	*
3	Colorado									
4	Delaware		3				3		3	3
5	Florida	3'				*				
6	Idaho		3'			*				
7	Iowa									
8	Kansas									
9	Kentucky		*						*	*
10	Maryland									
11	Minnesota				*		*	*	*	*
12	Mississippi	*				*				
13	New Hampshire		8						*	*
14	Oklahoma									
15	South Carolina									
16	South Dakota		4						*	*
17	Tennessee									
18	Utah		*			*				
19	Washington		4				*		*	*
20	West Virginia		*				*	*	*	*
21	Wisconsin									

		Regents or Coll. Bds.									Own Bd. only				
		St. College Bd. or St. Bd. of Regents									No State Board				
		How Selected				Key Responsibilities					Each has Own Board				
		Elective	Appointive by Governor	App. by Bd. of Educ.	App.-Gov. + Sen./Leg.	Jr. College St. Bd.	College St. Bd.	Univ. Regents	Each its own Board	Voc-Tech	Junior Colleges	Area Voc-Tech	Community Colleges	Colleges	Universities
1	Arizona				*	*		*			1				
2	Arkansas												1	2	2
3	Colorado												2	2	1
4	Delaware										2		2	2	2
5	Florida		*					*			2				
6	Idaho		3"			*	*	*							
7	Iowa				4		*	*							
8	Kansas		4				*	*							
9	Kentucky		6				5	7							
10	Maryland		*				7	5							
11	Minnesota		*			7'	7	5'							
12	Mississippi				*						2"			2	2
13	New Hampshire														
14	Oklahoma		9				*	*							
15	South Carolina		10								1'			1'	1'
16	South Dakota														
17	Tennessee														2
18	Utah					2							2	2	2
19	Washington		*			*		*	*						
20	West Virginia									2				2	2
21	Wisconsin														

A - As a member of the St. Bd. of Educ.

B - After July 1, 1969 will be a member

C - All but the State University

D - Called the State Chief School Officer

a - Responsible to the St. Bd. of Educ.

b - Personnel of the St. Bd. acts as the Bd. in this area. In some states the Bds. meet as separate board to act.

c - Each has a board which is responsible to the St. Bd. of Education, or
c' - to the St. Bd. of Higher Education.

d - After July 1, 1969 the Gov. will establish and appoint such a board.

e - Composed of 3 elective officers-St. Supt., Sec. of St., & Attorney General.

f - Called "Bd. of Trustees"-12 App. by Gov., 5 elected by Alumni & plus the ex-officio;-Gov., St. Comm. of Educ., St. Comm. of Agri. & 3 Coll. & Univ. Pres.

g - St. Bd. plus 6 additional & Dir. of Voc. Educ.--Boards act independently.

h - Co. Delegates of each of the 16 judicial circuits of So. Car. elect one.

i - Board and a Commissioner of Higher Education.

j - 9 App. by Gov., 3 by Sen., 3 by House--Each Coll. has an Adv. Council.

k - Elective--2 from each of 7 Dist. by the Bd. of each of the 7 districts.

l - Called "Voc. Coord. Council"--3 by St. Bd.-3 by Com. Coll. Bds. & 3 by Gov.

m - Supervised by "Bureau of Vocational Education".

n - Board of Occupational Education and Community Colleges.

o - Commission on Educ.-o'State Bd. of Regents.o''State Council on Education.

p - Responsible to the State Board of Education.

1 - Elective Bd. for each Coll. 1'-by Gen. Assembly.

2 - Appointive by the Governor.

3.- St. Coll. Bd. is limited to approval of new courses and granting of new degrees.

3'- One overall St. Bd. 3"-Dir. of Higher Ed. Coord.

4 - St. Coll. or Regents Bd. acts as a Higher Educ. Coordinating Council.

5 - Board of Regents. 5'-Appointed by Legislature.

6 - 9 App. by Gov., plus all college presidents.

7 - Board of Trustees (Colleges) 7'- (Junior Coll.)

8 - Board of 9 - 4 App. by Gov. plus 5 Coll. Pres.

9 - Bd. of Regents & Chancellor over all Higher Educ.

10 - State Commissioner of Higher Education.

b. Individual State Findings

Individual state findings are reported on the following pages. The findings include a narrative and accompanying chart for each of the twenty-one cooperating states.

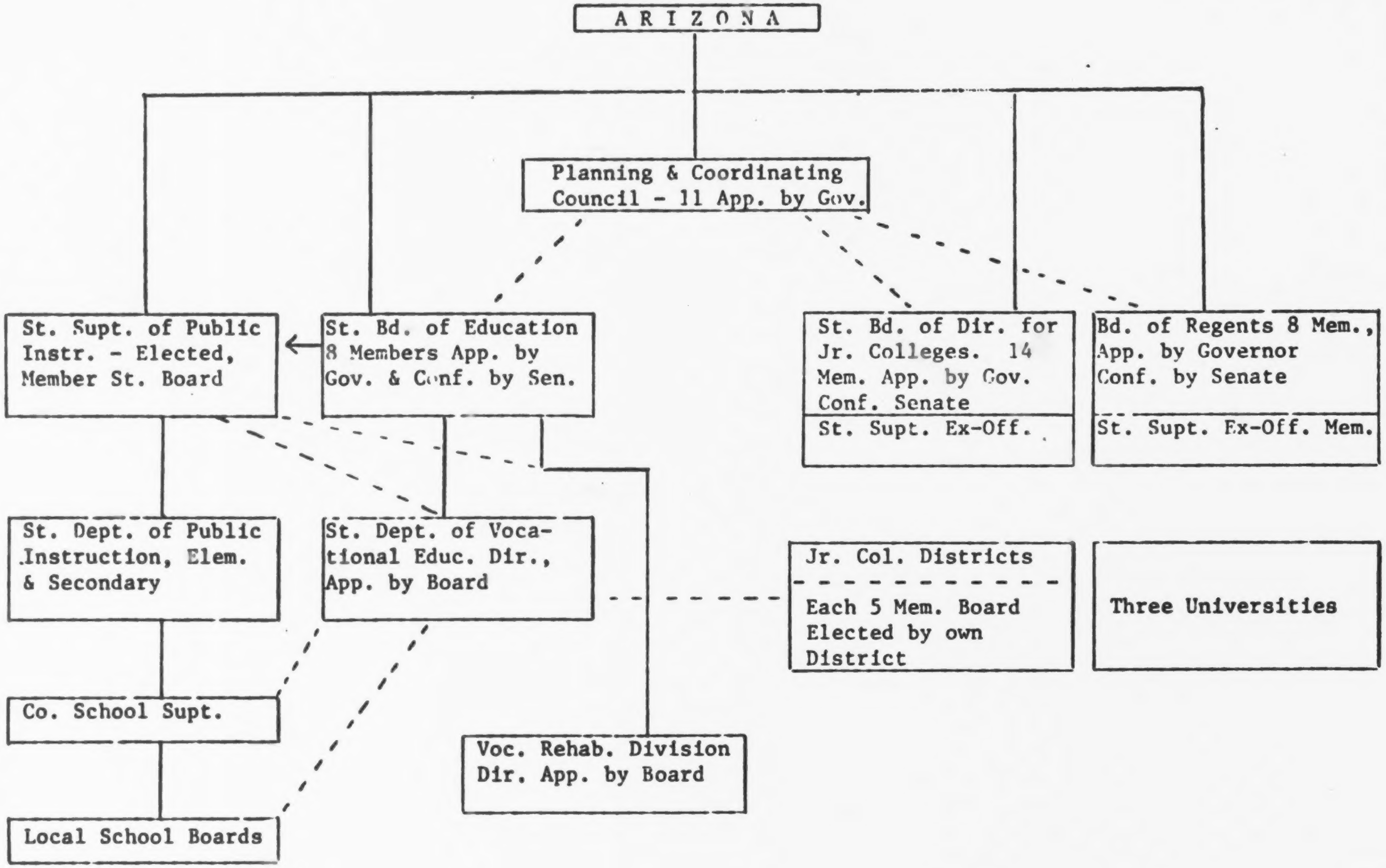
(1) Arizona

The following Arizona organizational chart seems to indicate an aggressive effort to provide separate boards for the various areas of responsibilities such as general elementary and secondary education, vocational education, junior colleges and the three universities. It appears also that they sense the need for positive efforts to accomplish cooperative planning and coordinated efforts. This is evidenced first by the provision of an appointive "Planning and Coordinating Council" of eleven members; second, by the indicated interrelating channel between public school and vocational education on the one hand and vocational education and the junior college on the other; and third, by the fact that the State Superintendent is a member ex-officio of each of the administrative boards.

In Arizona the overall plan has retained the traditional line of responsibility through the elective State Superintendent, a State Department of Education, the County School Superintendent, to the local school boards. However, in Arizona, the elective State Superintendent is, by law, a member of the appointive State Board of Education. This Board is also the State Board of Vocational Education. In this dual capacity they have responsibility for general public school education, including vocational education, and for cooperating with the junior colleges. It should be noted that under the State Board of Education, a Department Director of Vocational Education is appointed, giving identity to the vocational educational program.

Also in Arizona, a separate appointive State Board of Directors for junior colleges is provided, with the State Superintendent of Public Instruction being an ex-officio member. This Board coordinates the efforts of the various community college districts which operate under district-elected five-member boards. Again, Arizona provides for a Board of Regents to have responsibility for the three universities and here also the State Superintendent of Public Instruction is an ex-officio member.

It seems quite apparent that Arizona has felt it important to provide in multiple ways for coordination and cooperative planning. In addition to the State Council for this purpose, Arizona has placed the elective State Superintendent of Public Instruction on each of the several administrative boards and thus encouraged exercise of an interrelationship as shown by the several dotted lines on the following chart.

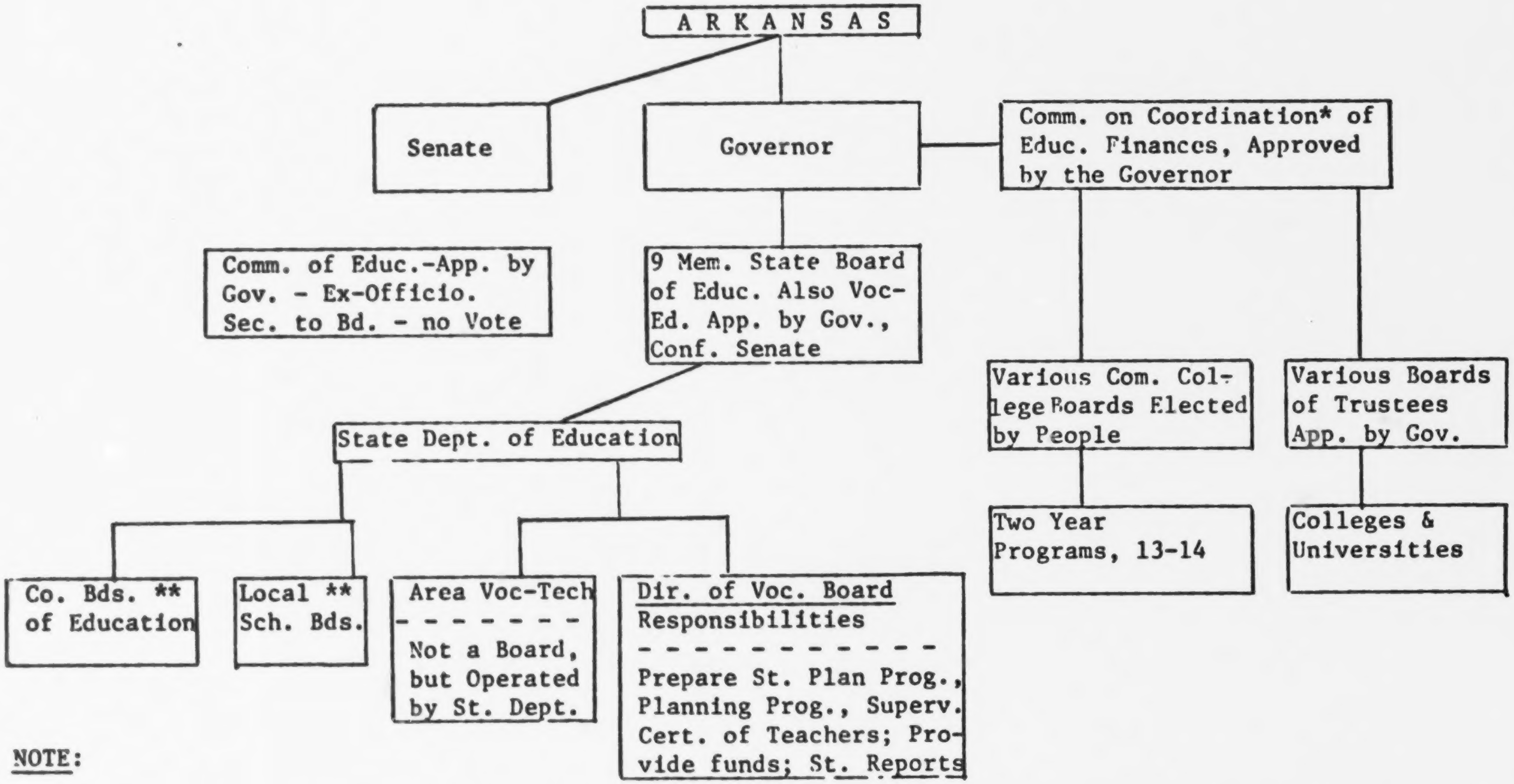

A R I Z O N A
Planning & Coordinating Council - 11 App. by Gov.
St. Supt. of Public Instr. - Elected, Member St. Board
St. Bd. of Education 8 Members App. by Gov. & Conf. by Sen.
St. Bd. of Dir. for Jr. Colleges. 14 Mem. App. by Gov. Conf. Senate
St. Supt. Ex-Off.
Bd. of Regents 8 Mem., App. by Governor Conf. by Senate
St. Supt. Ex-Off. Mem.
St. Dept. of Public Instruction, Elem. & Secondary
St. Dept. of Vocational Educ. Dir., App. by Board
Jr. Col. Districts
Each 5 Mem. Board Elected by own District
Three Universities
Co. School Supt.
Voc. Rehab. Division Dir. App. by Board
Local School Boards

(2) Arkansas

The following Arkansas organizational chart indicates that the Governor, as the appointive officer, and the Senate, as the confirming authority, are central to the educational authority in the State. Two principal appointive Boards are administratively responsible. One, the State Board of Education, is responsible for elementary and secondary (including vocational) education. A second Board, the Commission on Coordination of Higher Educational Finance, is responsible for community colleges, colleges and universities.

Under the State Board of Education, the Commission of Education functions through the Department of Education to give leadership to the County Boards of Education and the local school districts. Under the State Department of Education, vocational education has its immediate leadership under a Director of Vocational Education.

The Commission on Coordination of Educational Finance is in fact the only commission or board for higher education. The county boards of education and the local school boards are also responsible to the State Department of Education. The local school boards are not responsible to the County Boards of Education. The local school board members are elected by a local general election. The law provides that each school district in the State shall be a body corporate, may contract and be contracted with, sue and be sued in its corporate name, etc. The enactment of the above law provided that "there shall be only one kind of school district in this State and all the present districts, whether they be common districts, special districts, rural districts, districts created by special acts of legislature, or any other kind of districts shall cease to exist as such and shall all be districts according to the provisions of this act and each shall have the same prerogatives, powers, duties and privileges as herein set forth."


ARKANSAS
Senate
Governor
Comm. on Coordination* of Educ. Finances, Approved by the Governor
Comm. of Educ.-App. by Gov. - Ex-Officio. Sec. to Bd. - no Vote
9 Mem. State Board of Educ. Also Voc-Ed. App. by Gov., Conf. Senate
Various Com. College Boards Elected by People
Various Boards of Trustees App. by Gov.
State Dept. of Education
Two Year Programs, 13-14
Colleges & Universities
Co. Bds. ** of Education
Local ** Sch. Bds.
Area Voc-Tech
Not a Board, but Operated by St. Dept.
Dir. of Voc. Board Responsibilities
Prepare St. Plan Prog., Planning Prog., Superv. Cert. of Teachers; Provide funds; St. Reports

NOTE:

* The State Community Junior College Board is actually the Commission on Coordination of Educational Finance. There is only the Commission or Board for Higher Educational Finance Coordination. There is no actual Junior College Board existing other than as shown on this chart.

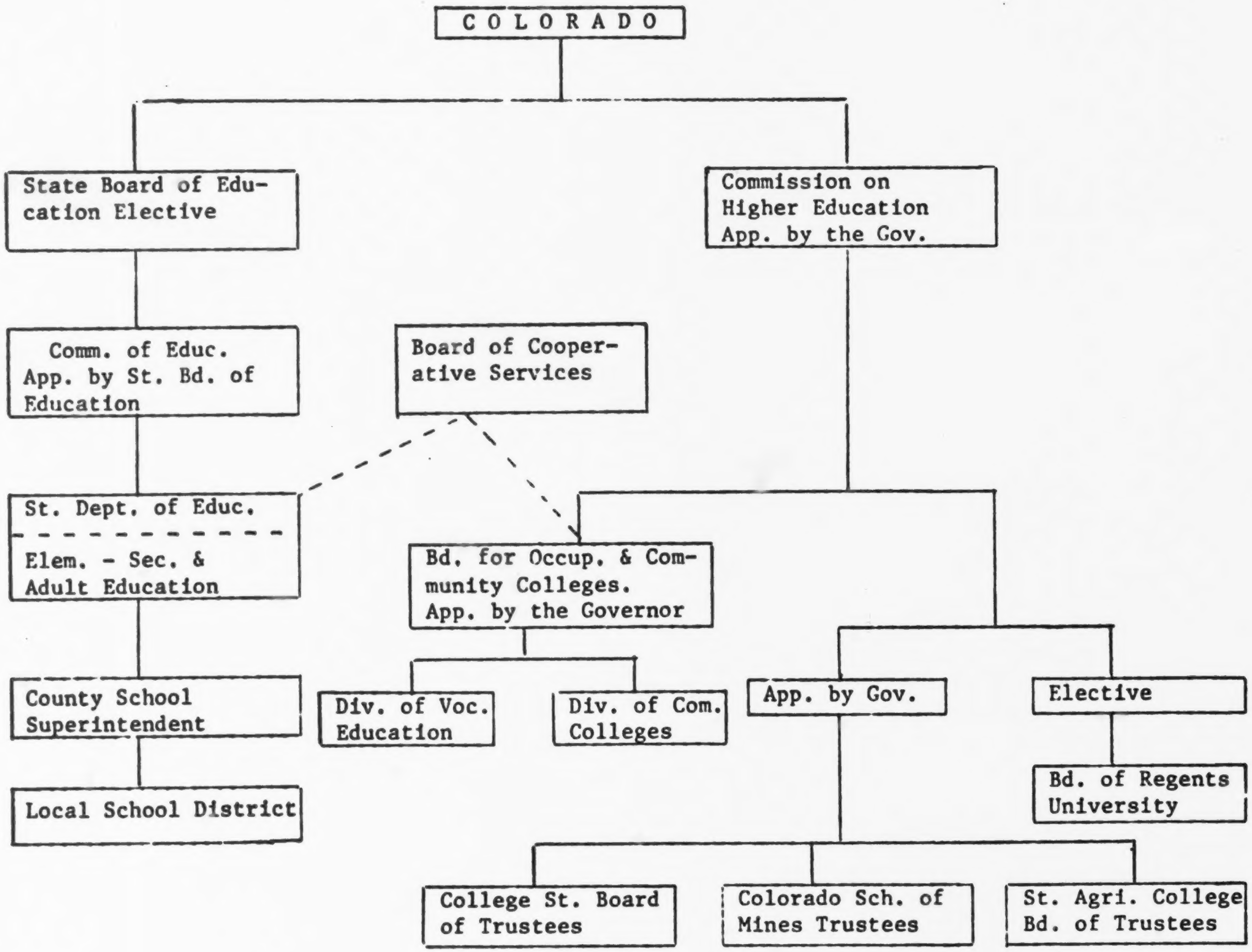
** The County Boards of Education and the local school boards are responsible to the State Department of Education. The local school boards are not responsible to the county boards of education.

(3) Colorado

Colorado has two principal administrative boards or commissions. The State Board of Education is an elective Board. It selects the Commissioner of Education, who in turn organizes and coordinates the activities of the State Department of Education. The State Department of Education in turn has responsibility, assisted by a Board of Cooperative Services, for elementary, secondary and adult education through the channels of the County School Superintendent and the local school districts.

The second Board, the Commission on Higher Education (appointive by the Governor), has the coordinating responsibility for occupational education and community colleges, colleges and the university through their several boards. The Governor appoints a Board for each of the colleges while the university regents are elected. The Governor also appoints a Board for Occupational Education and Community Colleges which is under the State Commission on Higher Education and has responsibility for two Divisions, namely, the Division of Vocational Education and the Division of Community Colleges. These two Divisions also are assisted through the channel of the Board of Cooperative Services.

The Commission on Higher Education, in its responsibility for collegiate and university education, acts through Boards (appointive by the Governor) for the regular colleges, the School of Mines, and the State Agricultural College, but through a Board of Regents (elective) for the university.


COLORADO
State Board of Education Elective
Commission on Higher Education App. by the Gov.
Comm. of Educ. App. by St. Bd. of Education
Board of Cooperative Services
St. Dept. of Educ.
Elem. - Sec. & Adult Education
Bd. for Occup. & Community Colleges. App. by the Governor
County School Superintendent
Div. of Voc. Education
Div. of Com. Colleges
App. by Gov.
Elective
Bd. of Regents University
Local School District
College St. Board of Trustees
Colorado Sch. of Mines Trustees
St. Agri. College Bd. of Trustees

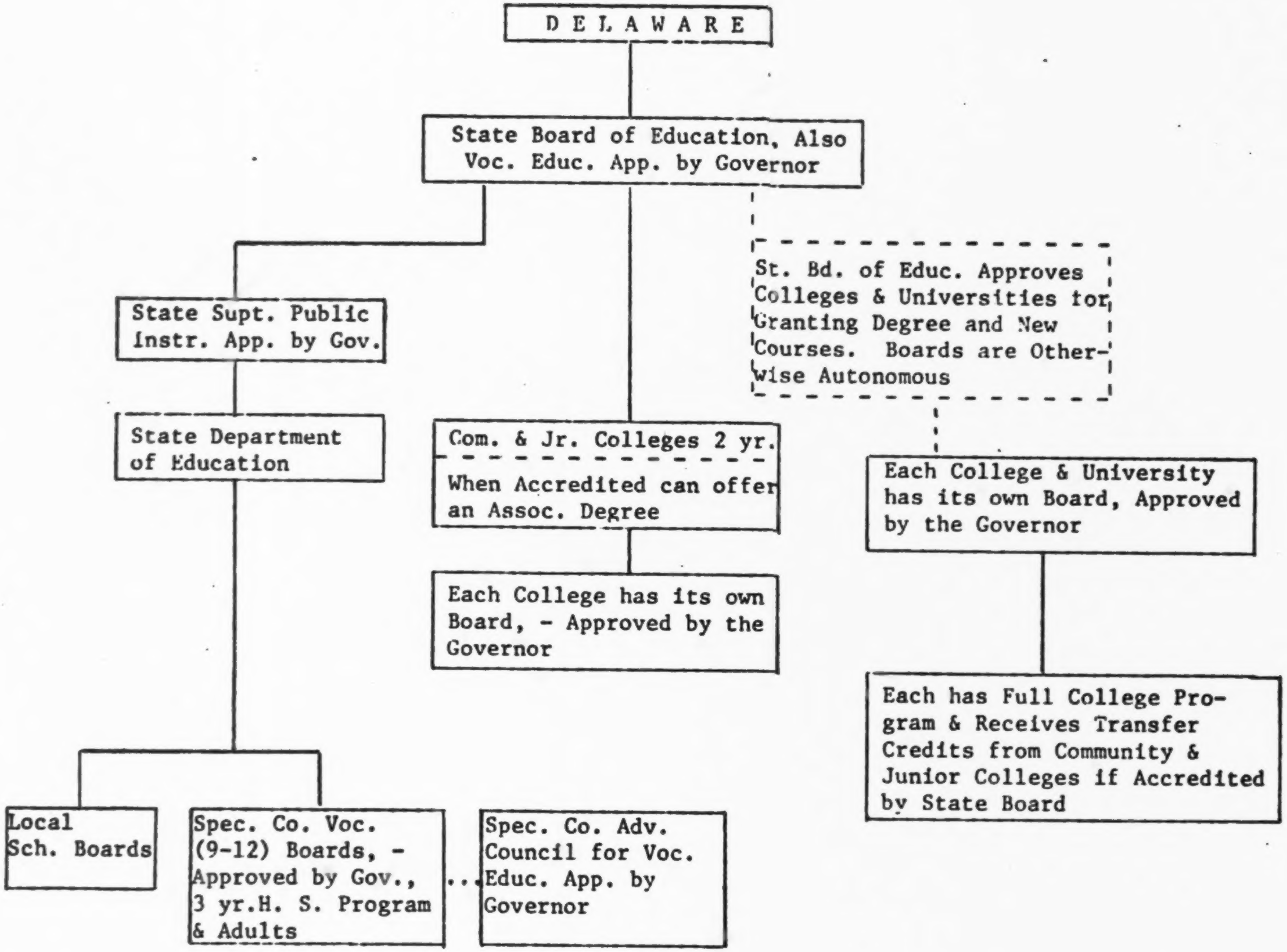
(4) Delaware

The Delaware organizational pattern shows a State Board of Education (appointive by the Governor) directly responsible for general elementary, secondary and adult education through the channel of the State Superintendent of Public Instruction (appointed by the Governor), the State Department of Education, the local school boards and the Special County Vocational Boards. The Special County Vocational Boards are appointive by the Governor and responsible for secondary vocational and adult education programs. They are assisted by a Special Advisory Council, also appointive by the Governor.

The State Board of Education is also responsible for the coordination of community and junior colleges. When accredited, these schools can offer the Associate Degree. Each college has its own board members. These members are appointive by the Governor.

The State Board of Education has a limited responsibility also for the programs at the colleges and universities. Each of these has its own Board, (appointive by the Governor) and is quite autonomous except that the State Board of Education must pass upon the several colleges' right to new courses and the granting of degrees.

The State Board of Education has an elaborate organizational structure covering the many facets of its educational program. Beside the Deputy Superintendent, there are three Assistant Superintendents for (1) Instructional Services, (2) Auxiliary Services, and (3) Administrative Services. Under each of the above are various Directors in their several areas of responsibilities. In addition to the Assistant Superintendents, there are two special Directors, (1) Director of Research and Publication and (2) Managing Director of Educational Television.


D E L A W A R E
State Board of Education, Also Voc. Educ. App. by Governor
St. Bd. of Educ. Approves Colleges & Universities for Granting Degree and New Courses. Boards are Otherwise Autonomous
State Supt. Public Instr. App. by Gov.
State Department of Education
Com. & Jr. Colleges 2 yr.
When Accredited can offer an Assoc. Degree
Each College has its own Board, - Approved by the Governor
Each College & University has its own Board, Approved by the Governor
Each has Full College Program & Receives Transfer Credits from Community & Junior Colleges if Accredited by State Board
Local Sch. Boards
Spec. Co. Voc. (9-12) Boards, - Approved by Gov., 3 yr.H. S. Program & Adults
Spec. Co. Adv. Council for Voc. Educ. App. by Governor

(5) Florida

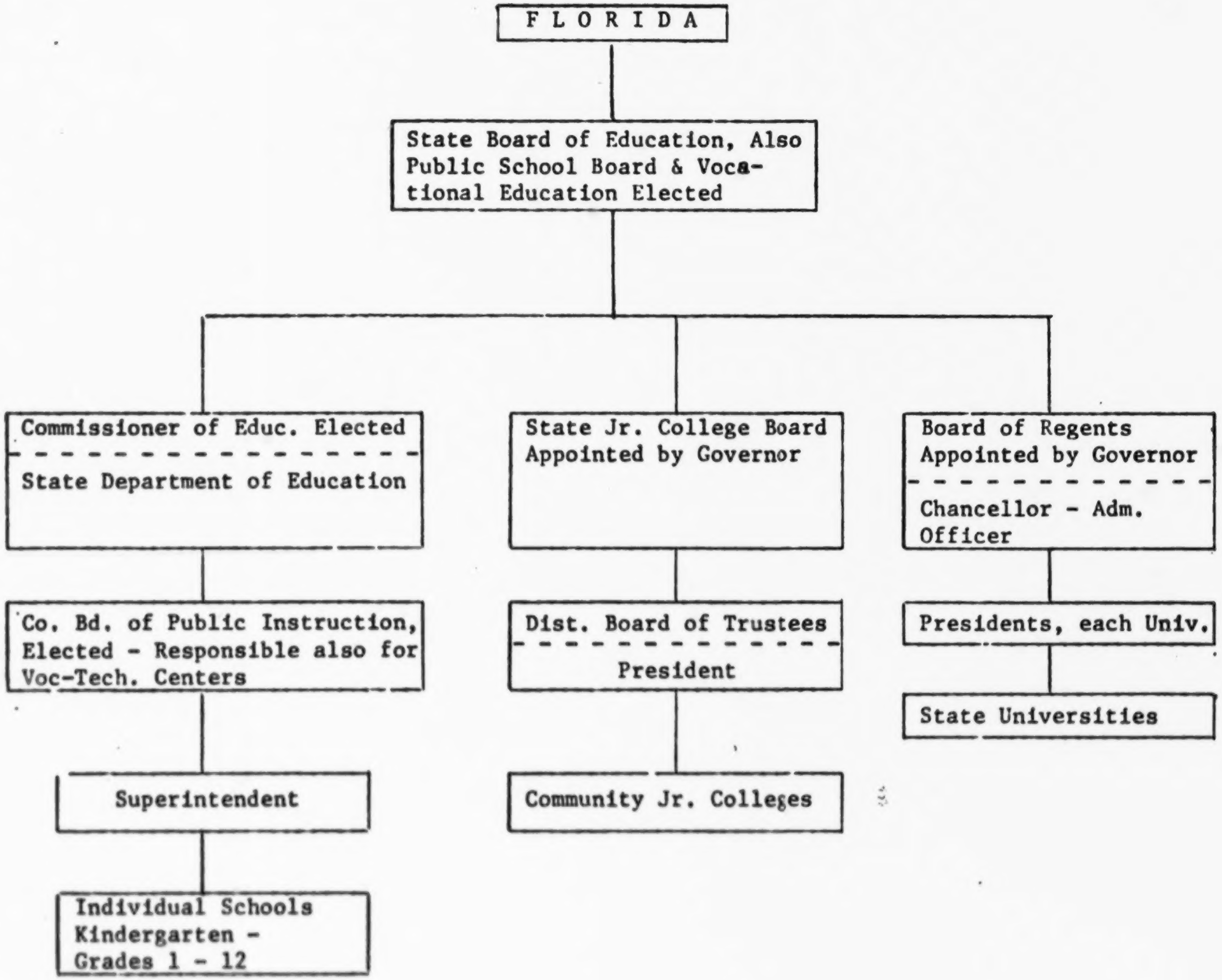
The following Florida organizational chart indicates that the State Board of Education (elective) not only is responsible for general and vocational education but also for coordinating the total educational program from the elementary through the college and university.

The first of the three broad areas, the elementary and secondary, is administered through the State Commissioner of Education (elective), the State Department of Education, the County Boards of Public Instruction (elective), their superintendents, and the individual schools. The educational program under the County Boards also includes the Vocational-Technical Centers.

The second broad area is administered by the State Junior College Board (appointive by the Governor). Each district responsible for a Community-Junior College has a District Board of Trustees.

The third broad area is administered by a Board of Regents (appointive by the Governor) and its Chancellor or administrative officer. The Governor's appointment must be concurred in by the State Board of Education and confirmed by the Senate. Each university has its own president but no board other than the Board of Regents.

Within the State Department of Education, working directly under the Commissioner of Education, are eight divisions, each headed by an Assistant Commissioner. The areas covered are as follows: Finance, Administration, Vocational Rehabilitation, Research, Community-Junior Colleges, Curriculum and Instruction, Vocational-Technical and Adult Education and Teacher Education, Certification and Accreditation.


F L O R I D A
State Board of Education, Also Public School Board & Vocational Education Elected
Commissioner of Educ. Elected
State Department of Education
Co. Bd. of Public Instruction, Elected - Responsible also for Voc-Tech. Centers
Superintendent
Individual Schools Kindergarten - Grades 1 - 12
State Jr. College Board Appointed by Governor
Dist. Board of Trustees
President
Community Jr. Colleges
Board of Regents Appointed by Governor
Chancellor - Adm. Officer
Presidents, each Univ.
State Universities

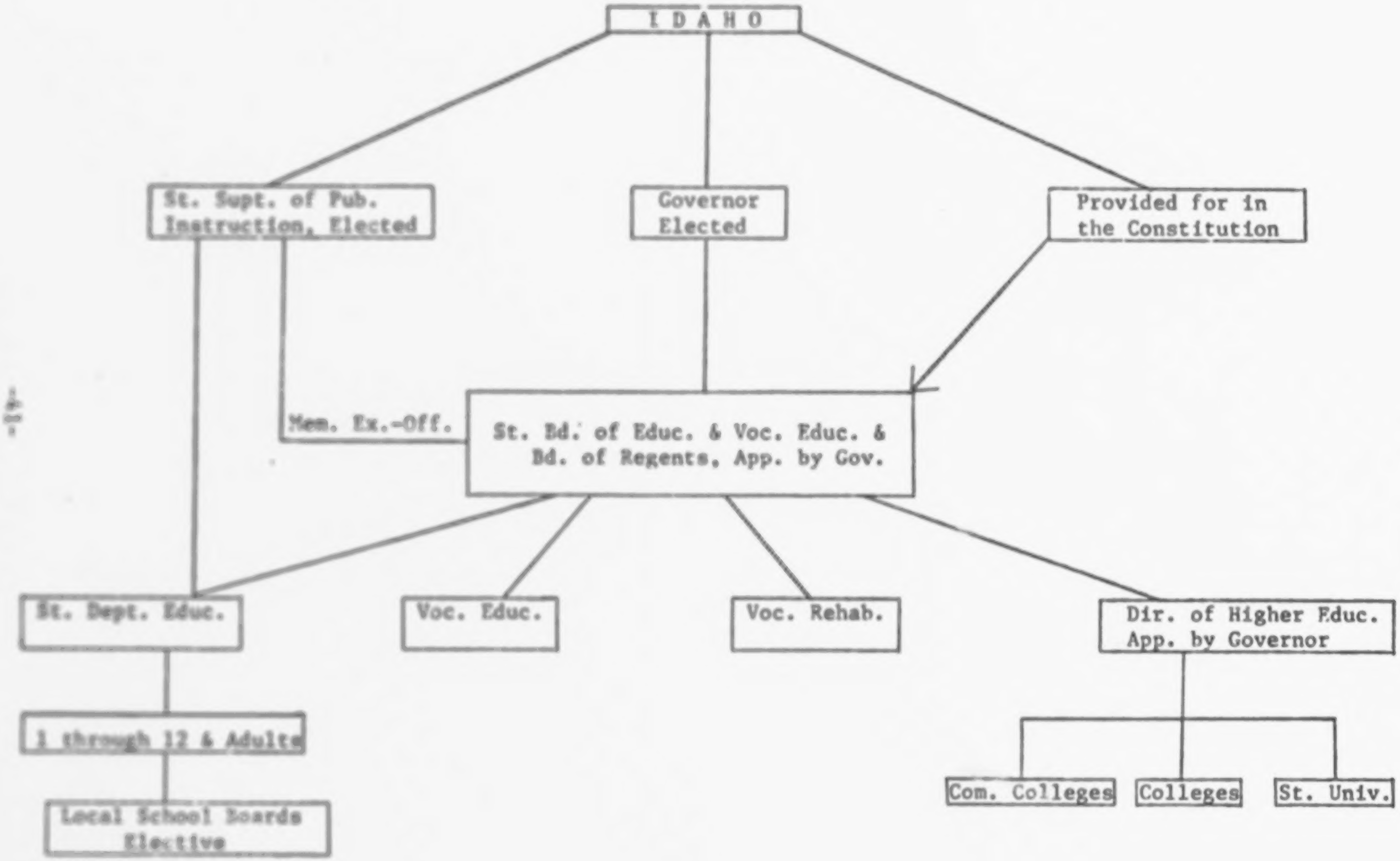
(6) Idaho

In Idaho the State Superintendent of Public Instruction is elected at the general election and, by statute, is a member ex-officio of the State Board of Education and Vocational Education and the Board of Regents. This all-encompassing Board is appointive by the Governor and the position on it of the State Superintendent of Public Instruction is intended to effect desirable coordination between the several areas of educational responsibility.

While the State Superintendent works directly through the State Department of Education assisting and coordinating the program for grade one through twelve and adult education, he sits in a position to be knowledgeable and influential in each level of the educational program.

The State Department of Education is organized around three department Divisions; namely, Instructional Services, General Services, and Administrative and Financial Services. Each of these three services is generally divided into consultative and program services.

The State Board of Education coordinates the program for Vocational Education and Vocational Rehabilitation directly through their respective Directors, but not through the State Department of Education. The same is true of higher education. The Governor appoints a Director for Higher Education who is responsible to the State Board of Education (Board of Regents) and also coordinates the efforts of the community colleges, colleges and university. Each of these institutions has its own president and staff.

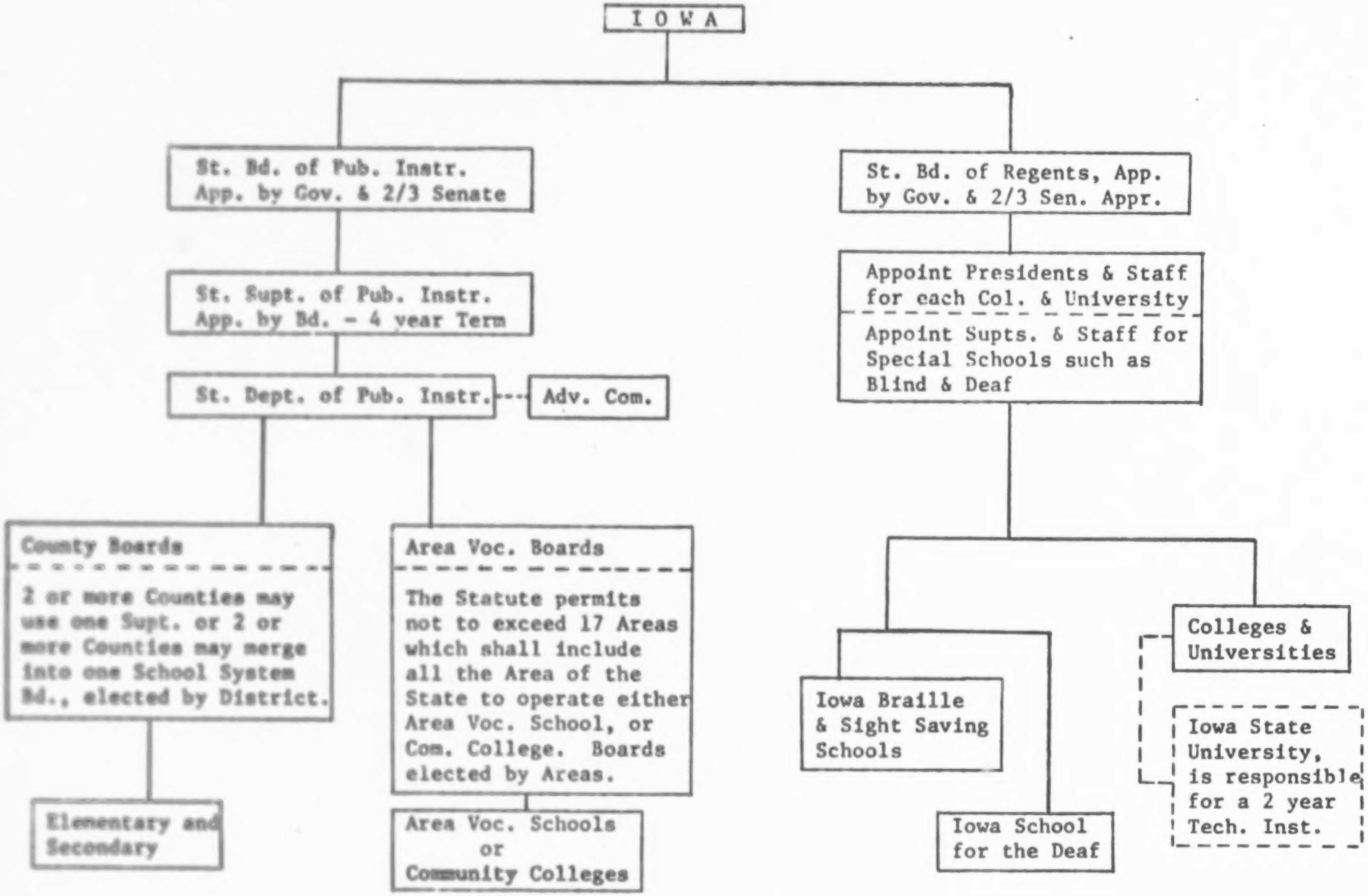

I D A H O
St. Supt. of Pub. Instruction, Elected
Governor Elected
Provided for in the Constitution
Mem. Ex.-Off.
St. Bd. of Educ. & Voc. Educ. & Bd. of Regents, App. by Gov.
St. Dept. Educ.
Voc. Educ.
Voc. Rehab.
Dir. of Higher Educ. App. by Governor
1 through 12 & Adults
Local School Boards Elective
Com. Colleges
Colleges
St. Univ.

(7) Iowa

Iowa has two major boards, the State Board of Public Instruction and the State Board of Regents. Each is appointive by the Governor and requires a two-thirds confirming vote by the Senate.

The State Board of Education selects the State Superintendent of Public Instruction for a four-year term and he in turn is responsible for organizing and directing the State Department of Education. Iowa provides for an Advisory Committee to assist in the vocational education program. The State Department of Education has its responsibility for general education channeled through County Boards. Two or more counties may use one superintendent, or two or more counties may merge into one school system. Boards are elected by the citizens of the respective Districts. These Districts are responsible for the elementary and secondary school programs. The State Department of Education is also responsible for the area of Vocational School and Community Colleges. The statutes permit the operation of seventeen area vocational schools or community colleges in the State. The Boards are elected by the areas served.

The State Board of Regents is independent of the State Board of Education. The Regents select presidents and approve staff for the several colleges and universities. They also select superintendents and approve staff for the special schools such as the Schools for the Blind and the Deaf. Iowa State University is responsible for a two-year technical institute.


I O W A
St. Bd. of Pub. Instr.
App. by Gov. & 2/3 Senate
St. Supt. of Pub. Instr.
App. by Bd. - 4 year Term
St. Dept. of Pub. Instr.
Adv. Com.
County Boards
2 or more Counties may use one Supt. or 2 or more Counties may merge into one School System Bd., elected by District.
Elementary and Secondary
Area Voc. Boards
The Statute permits not to exceed 17 Areas which shall include all the Area of the State to operate either Area Voc. School, or Com. College. Boards elected by Areas.
Area Voc. Schools or Community Colleges
St. Bd. of Regents, App. by Gov. & 2/3 Sen. Appr.
Appoint Presidents & Staff for each Col. & University
Appoint Supts. & Staff for Special Schools such as Blind & Deaf
Iowa Braille & Sight Saving Schools
Iowa School for the Deaf
Colleges & Universities
Iowa State University, is responsible for a 2 year Tech. Inst.

(8) Kansas

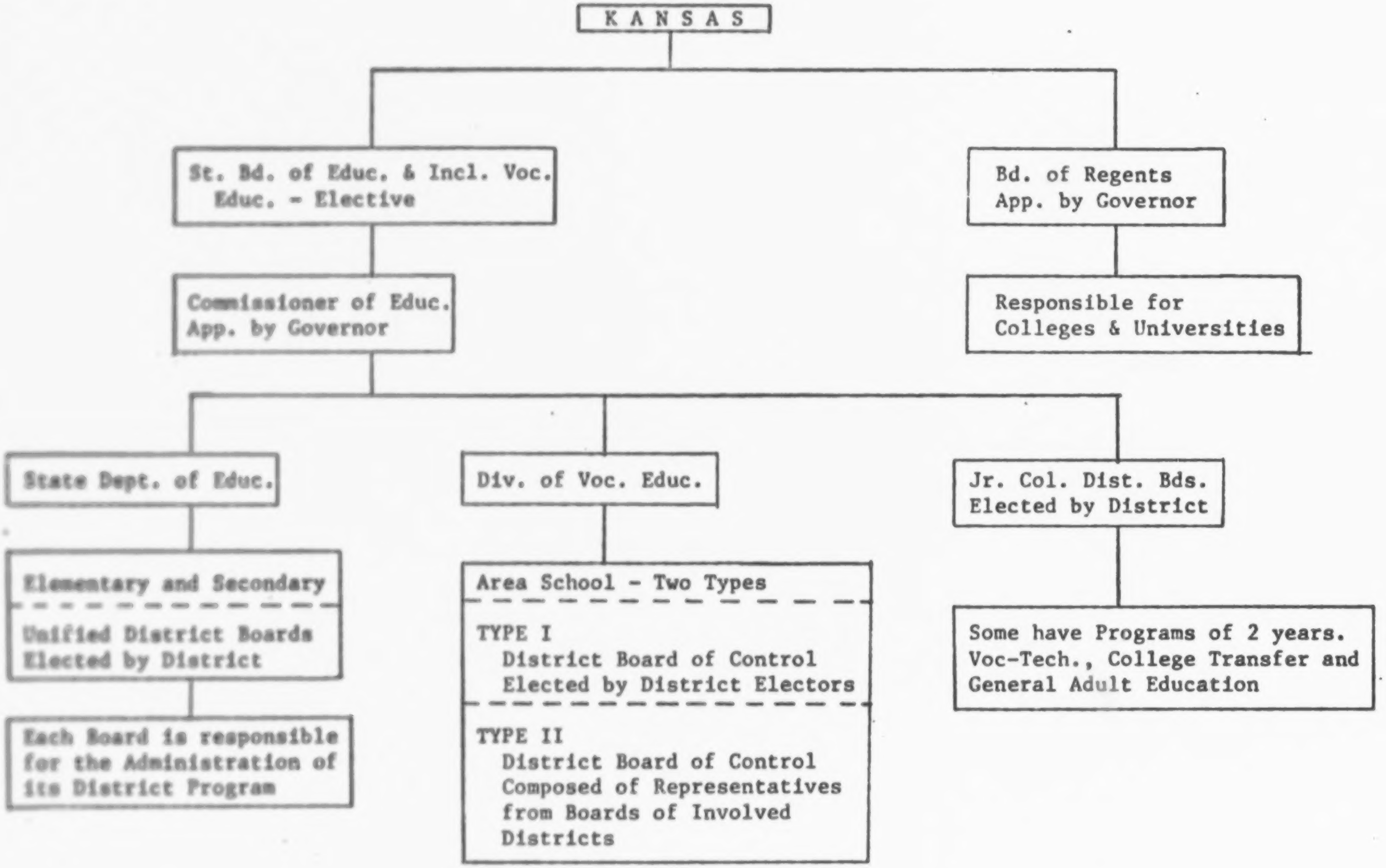
The division of responsibility for education in Kansas is based in two boards; namely, the State Board of Education (including Vocational Education) and the State Board of Regents.

The State Board of Education is responsible for all elementary, secondary, vocational and junior colleges. The State Board of Regents is responsible for colleges and universities exclusively.

The State Board of Education is elective while the Commissioner of Education is appointive by the Governor. He in turn organizes and works through the Department of Education to coordinate activities of the Division of Vocational Education, the Junior College Districts and the Department of Education.

The State Department of Education participates in the general education program (grades 1-12) through the elective Unified District Boards. It participates in the vocational education program through two different types of area school district organizations. The types are: "Type I - District Board of Control" elected by district electors, and "Type II - District Board of Control" composed of representatives from boards of involved districts. The State Department of Education participates in the two-year vocational, the adult and the college transfer program through the junior college districts with their elective boards.

The State Board of Regents is appointive by the Governor. It administers the schools with baccalaureate and post-graduate programs.


K A N S A S
St. Bd. of Educ. & Incl. Voc. Educ. - Elective
Bd. of Regents App. by Governor
Commissioner of Educ. App. by Governor
Responsible for Colleges & Universities
State Dept. of Educ.
Div. of Voc. Educ.
Jr. Col. Dist. Bds. Elected by District
Elementary and Secondary
Unified District Boards Elected by District
Each Board is responsible for the Administration of its District Program
Area School - Two Types
TYPE I
District Board of Control Elected by District Electors
TYPE II
District Board of Control Composed of Representatives from Boards of Involved Districts
Some have Programs of 2 years. Voc-Tech., College Transfer and General Adult Education

(9) Kentucky

In Kentucky the Governor appoints the State Board of Education which has responsibility for elementary, secondary general education, and area vocational education of less than college level. The State Superintendent of Schools is elected by the citizens and by law is the executive officer of the State Board of Education. He organizes the State Department of Education and through it provides leadership and assistance to the local elective District School Boards. These Boards have responsibility for general education, grades one through twelve, and their programs of vocational education.

Colleges and universities each have their own Board. Each college has its Board of Regents appointive by the Governor and the University of Kentucky has its Board of Trustees appointive by the Governor. The University of Kentucky, in addition to its own program, administers the two-year Technical School Program.

Kentucky also has a State Council on Higher Education composed of nine lay members (appointive by the Governor) plus the presidents of the several institutions at college level. This Council has the following responsibilities:

(1) Develop and transmit plans for higher education to the Governor.

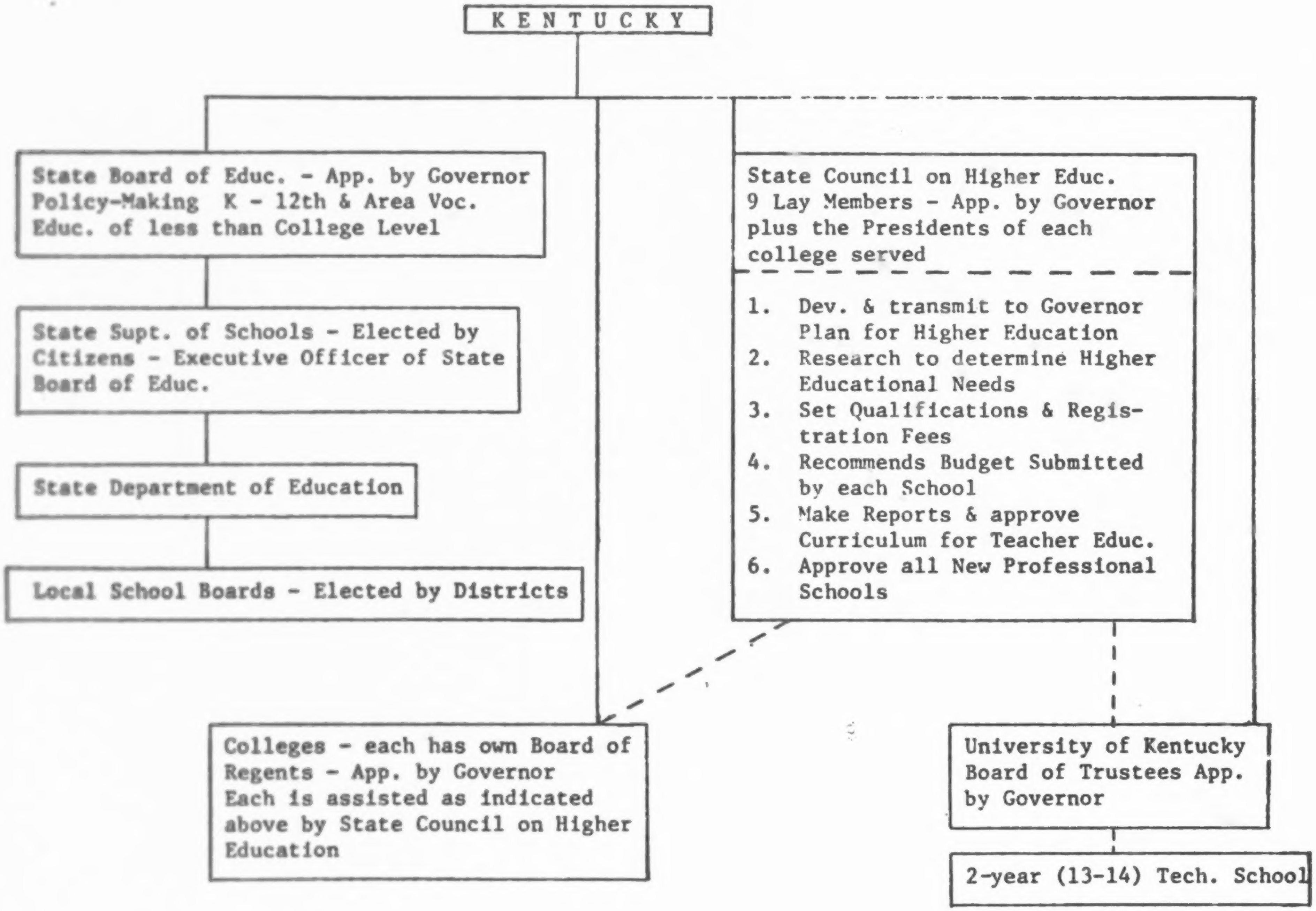
(2) Research to determine higher educational needs.

(3) Set qualifications and registration fees.

(4) Recommend budgets submitted by each school.

(5) Make reports and approve curriculum for teacher education.

(6) Approve all new professional schools.



KENTUCKY

State Board of Educ. - App. by Governor
Policy-Making K - 12th & Area Voc.
Educ. of less than College Level

State Supt. of Schools - Elected by
Citizens - Executive Officer of State
Board of Educ.

State Department of Education

Local School Boards - Elected by Districts

State Council on Higher Educ.
9 Lay Members - App. by Governor
plus the Presidents of each
college served

1. Dev. & transmit to Governor Plan for Higher Education
2. Research to determine Higher Educational Needs
3. Set Qualifications & Registration Fees
4. Recommends Budget Submitted by each School
5. Make Reports & approve Curriculum for Teacher Educ.
6. Approve all New Professional Schools

Colleges - each has own Board of
Regents - App. by Governor
Each is assisted as indicated
above by State Council on Higher
Education

University of Kentucky
Board of Trustees App.
by Governor

2-year (13-14) Tech. School

(10) Maryland

Maryland has a State Board of Education appointive by the Governor. This Board selects the State Superintendent of Public Instruction. The Superintendent has the responsibility through the State Department of Education for elementary, secondary and area vocational-technical schools. There are twenty-two County School Boards. These are appointive by the Governor except for the City of Baltimore and for Montgomery County. The State Department of Education also has responsibility for area vocational-technical schools directly, without boards for each school.

The State Board of Education has the additional responsibility of administering the Community-Junior Colleges. Beginning July 1, 1969, the Governor is authorized to appoint a State Board for Community Junior Colleges which is autonomous but will coordinate its actions with the Council for Higher Education.

Colleges of the State are administered by the State Board of Trustees (appointive by the Governor) and the universities are administered by the State Board of Regents (appointive by the Governor). The State Superintendent of Public Instruction is a member of each of these Boards, ex-officio. The college programs include the regular four-year college programs, plus the masters degree. The university programs also include the doctoral programs.

The State Department of Education has an elaborate organization serving the public schools' general and vocational educational programs. Nine divisions are staffed for this service, as follows:

(a) Division of Instructional Television.

(b) Division of Library Extension.

(c) Division of Vocational Education.

(d) Division of Instruction.

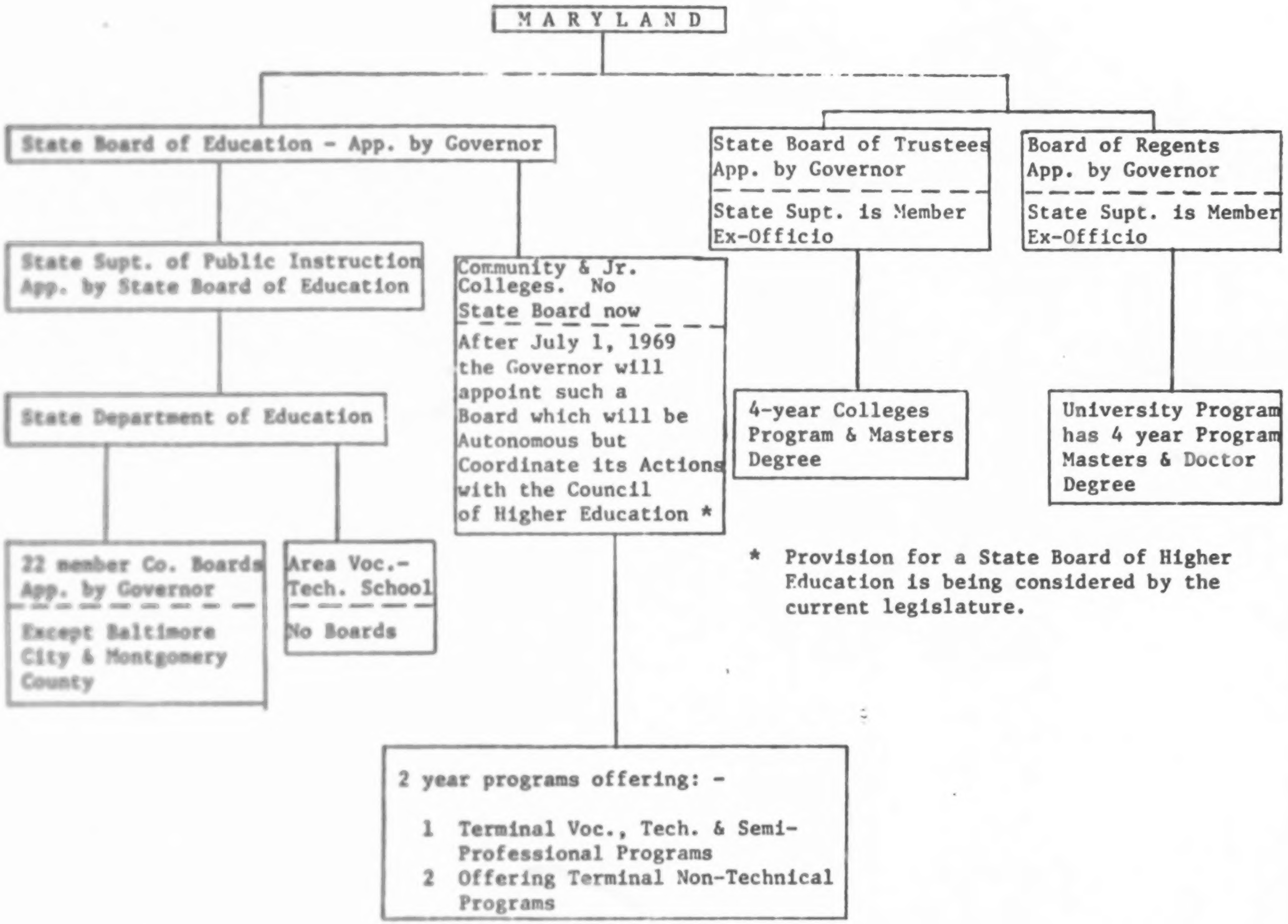
(e) Division of Research and Development.

(f) Division of Federal-State Programs.

(g) Division of Certification and Accreditation.

(h) Division of Administration and Finance.

(i) Division of Vocational Rehabilitation.


MARYLAND
State Board of Education - App. by Governor
State Supt. of Public Instruction App. by State Board of Education
State Department of Education
22 member Co. Boards App. by Governor
Except Baltimore City & Montgomery County
Area Voc.-Tech. School
No Boards
Community & Jr. Colleges. No State Board now
After July 1, 1969 the Governor will appoint such a Board which will be Autonomous but Coordinate its Actions with the Council of Higher Education *
2 year programs offering: -
1 Terminal Voc., Tech. & Semi-Professional Programs
2 Offering Terminal Non-Technical Programs
State Board of Trustees App. by Governor
State Supt. is Member Ex-Officio
4-year Colleges Program & Masters Degree
Board of Regents App. by Governor
State Supt. is Member Ex-Officio
University Program has 4 year Program Masters & Doctor Degree

* Provision for a State Board of Higher Education is being considered by the current legislature.

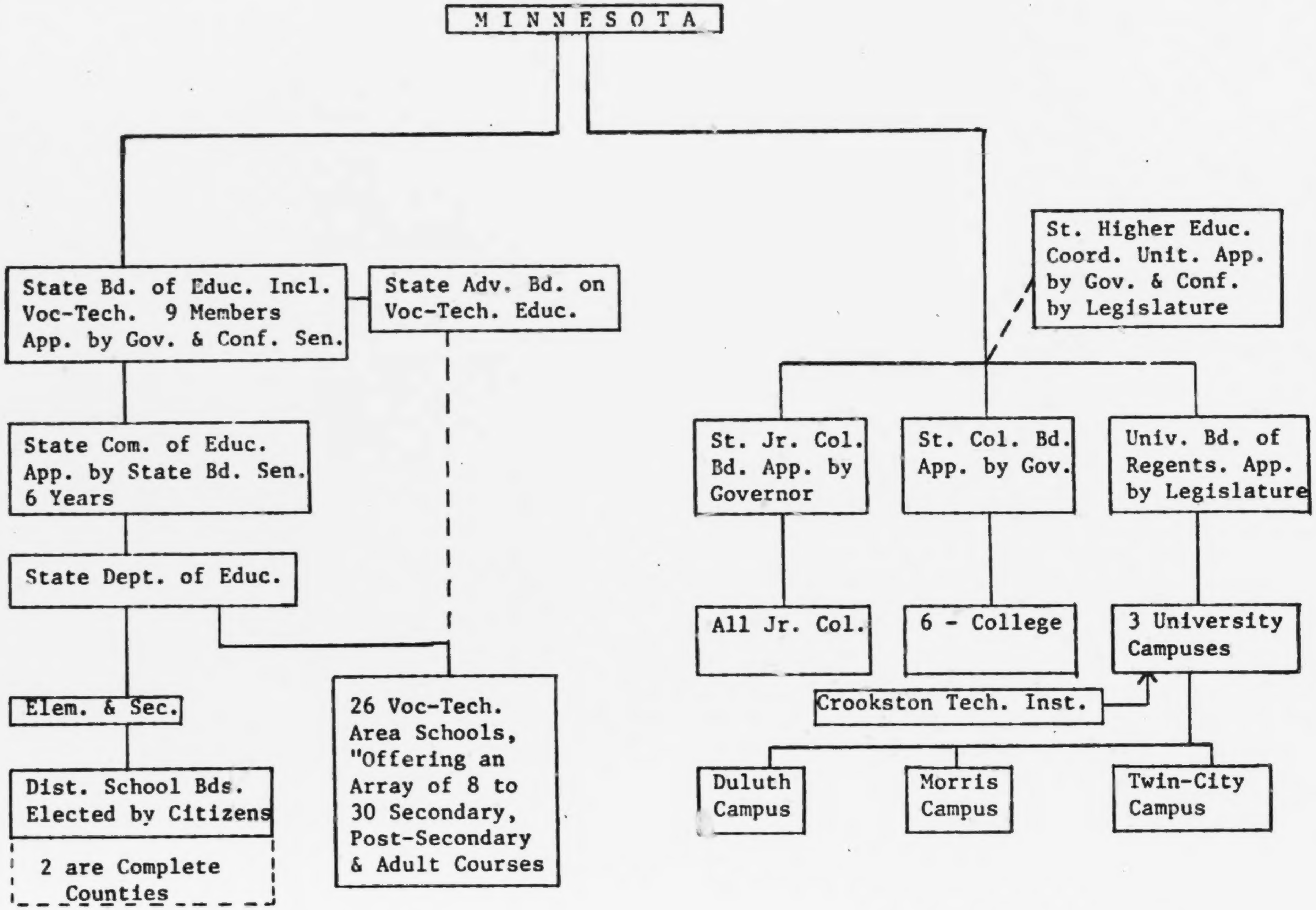
(11) Minnesota

Minnesota has four principal administrative Boards. They are the State Board of Education (appointive by the Governor and confirmed by the Senate), the State Board for Junior Colleges (appointive by the Governor), the State Board for Colleges (appointive by the Governor), and the University Board of Regents (appointive by the Legislature).

The State Board of Education's nine-member Board is responsible for both general education through the twelfth grade and vocational-technical education through the secondary and post-high school, but not including the Crookston Technical Institute. This Institute is the responsibility of the University. Assisting in the secondary and post-high school vocational-technical program is the State Advisory Board on Vocational-Technical Education.

The State Board of Education appoints, and the Senate confirms the appointment of, the State Commissioner of Education. He, in turn, works with and through the State Department of Education to administer the State's educational program up to the college level. The elementary and secondary programs are directly administered by elective District School Boards. Two of these Districts are complete counties. The State Department of Education, aided by the State Advisory Board on Vocational-Technical Area Schools, offers a broad program including post-secondary and adult courses.

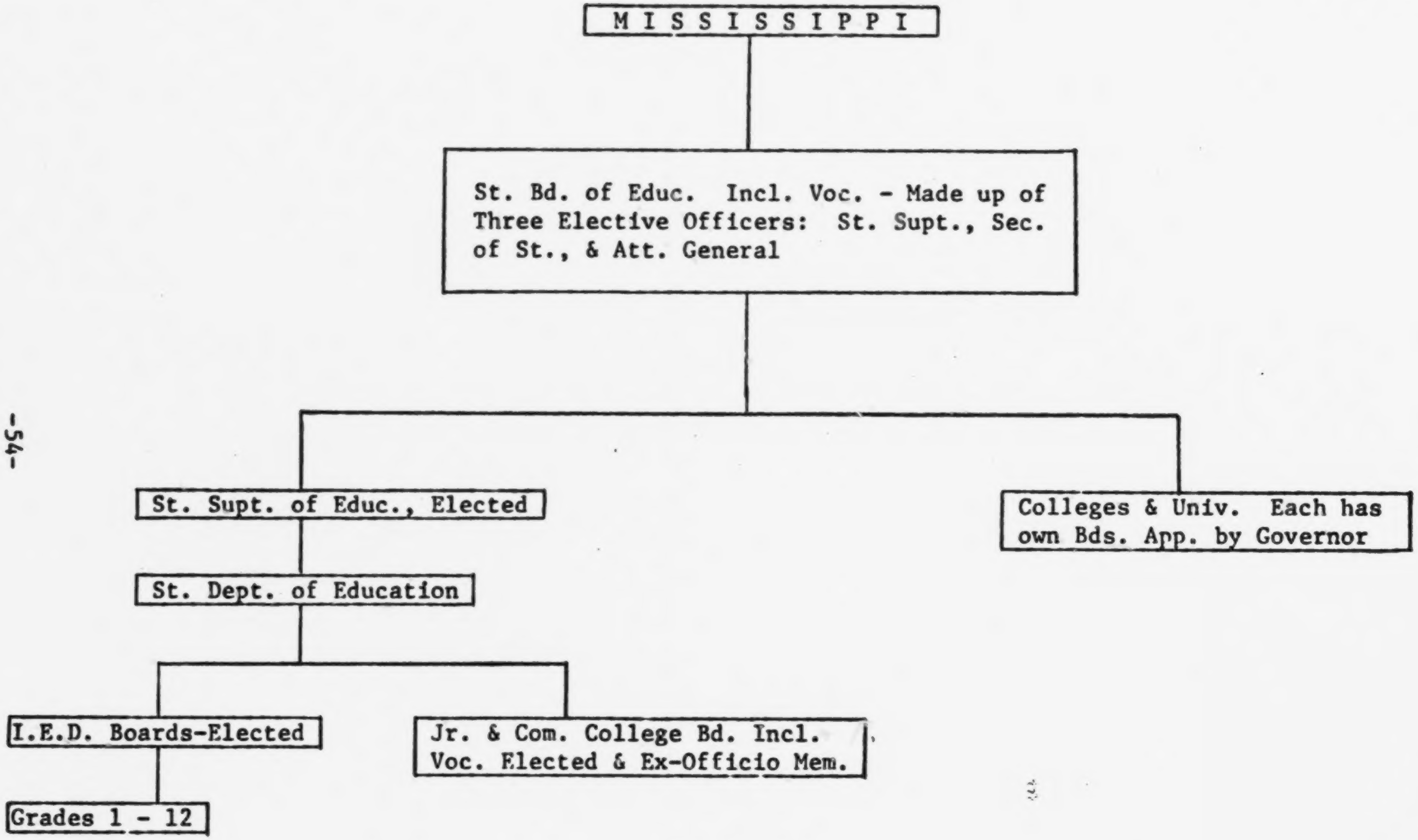
Minnesota also has a State Higher Education Coordinating Unit appointive by the Governor and confirmed by the Legislature. It is responsible to the Governor and the Legislature and acts to coordinate the activities of the junior colleges, colleges and universities.


M I N N E S O T A
State Bd. of Educ. Incl. Voc-Tech. 9 Members App. by Gov. & Conf. Sen.
State Adv. Bd. on Voc-Tech. Educ.
State Com. of Educ. App. by State Bd. Sen. 6 Years
State Dept. of Educ.
Elem. & Sec.
Dist. School Bds. Elected by Citizens
2 are Complete Counties
26 Voc-Tech. Area Schools, "Offering an Array of 8 to 30 Secondary, Post-Secondary & Adult Courses
St. Higher Educ. Coord. Unit. App. by Gov. & Conf. by Legislature
St. Jr. Col. Bd. App. by Governor
St. Col. Bd. App. by Gov.
Univ. Bd. of Regents. App. by Legislature
All Jr. Col.
6 - College
3 University Campuses
Crookston Tech. Inst.
Duluth Campus
Morris Campus
Twin-City Campus

(12) Mississippi

Mississippi provides one Board which is responsible for the total State educational program. The State Board of Education is made up of three elective officials. They are the State Superintendent of Education, the Secretary of State and the Attorney General. The elective State Superintendent of Education, with the State Department of Education, is responsible through the elective Intermediate Educational District Boards for elementary and secondary education, and through the Junior and Community College Board (elective with some ex-officio members) for the junior-community college programs inclusive of vocational education.

The colleges and universities each have their own Board (appointive by the Governor). These Boards are directly responsible to the State Board of Education.

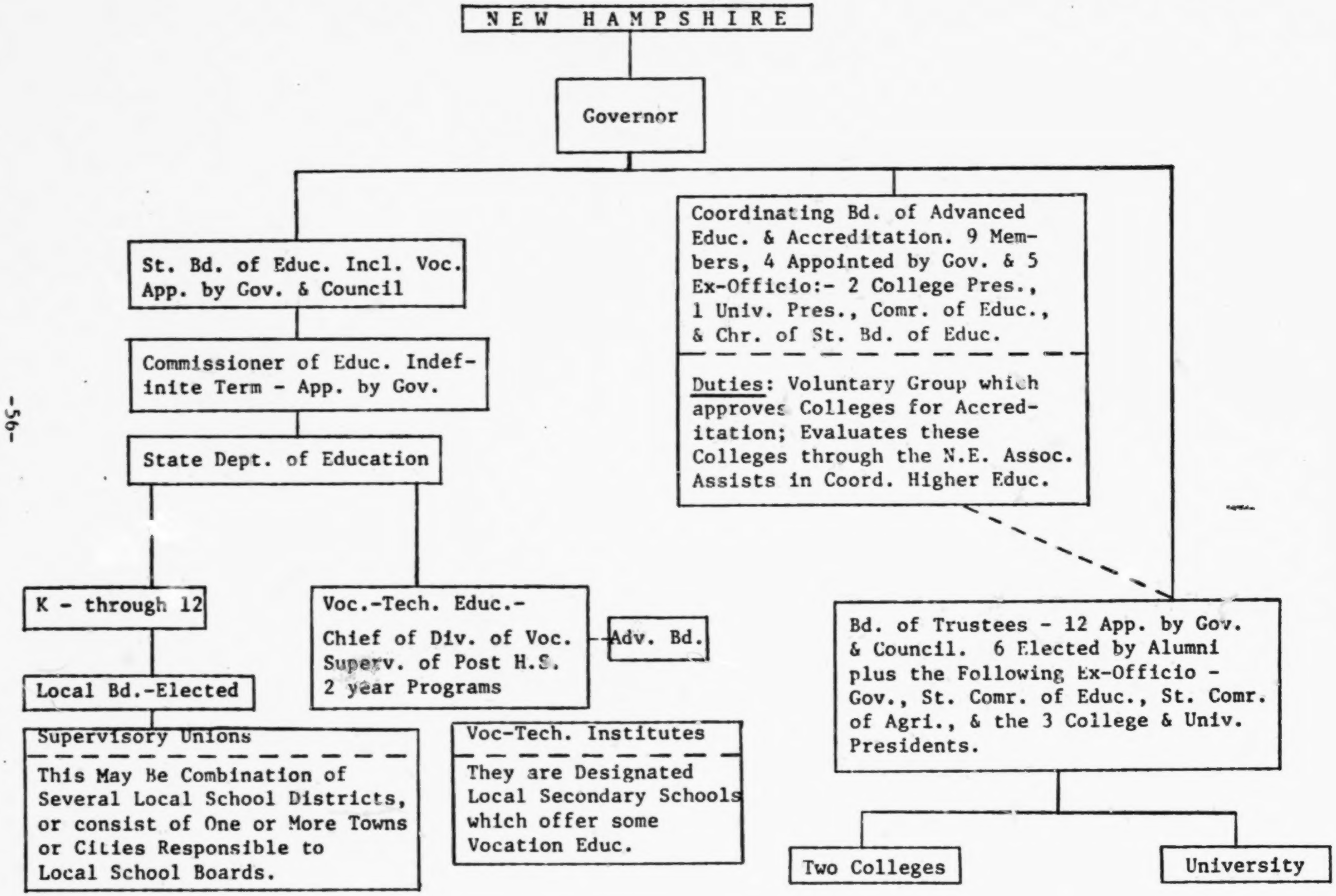

MISSISSIPPI
St. Bd. of Educ. Incl. Voc. - Made up of Three Elective Officers: St. Supt., Sec. of St., & Att. General
St. Supt. of Educ., Elected
Colleges & Univ. Each has own Bds. App. by Governor
St. Dept. of Education
I.E.D. Boards-Elected
Jr. & Com. College Bd. Incl. Voc. Elected & Ex-Officio Mem.
Grades 1 - 12

(13) New Hampshire

The Governor is very central to the educational program of New Hampshire. The State Board of Education is appointive by the Governor and the Council. The Commissioner of Education is appointive by the Governor. The Coordinating Board for Advanced Education and Accreditation has four members appointive by the Governor with five ex-officio members. The large Board of Trustees administering the colleges and university is composed of twelve members appointed by the Governor and Council, six elected by alumni and the following ex-officio members: the Governor, the State Commissioner of Education, the State Commissioner of Agriculture and the three college and university presidents.

The State Board of Education has responsibility for both general and vocational education. The Commissioner of Education, through the State Department of Education and aided by a Vocational Education Advisory Board, administers the elementary, secondary and post-secondary programs. The State Department of Education works through the local school boards for the general educational programs. Some local districts join together in what is called Supervisory Unions for greater efficiency. The State Department of Education administers the vocational program through the Chief of the Division of Vocational Education aided by the Advisory Board.

New Hampshire has a Coordinating Board of Advanced Education. This Board is composed of four appointees by the Governor, the two college presidents, the university president, the Commissioner of Education and the Chairman of the Board of Education. The Board's duties are to approve colleges for accreditation and review the evaluations by the North East Association. They also assist in the coordination of higher education for the State.

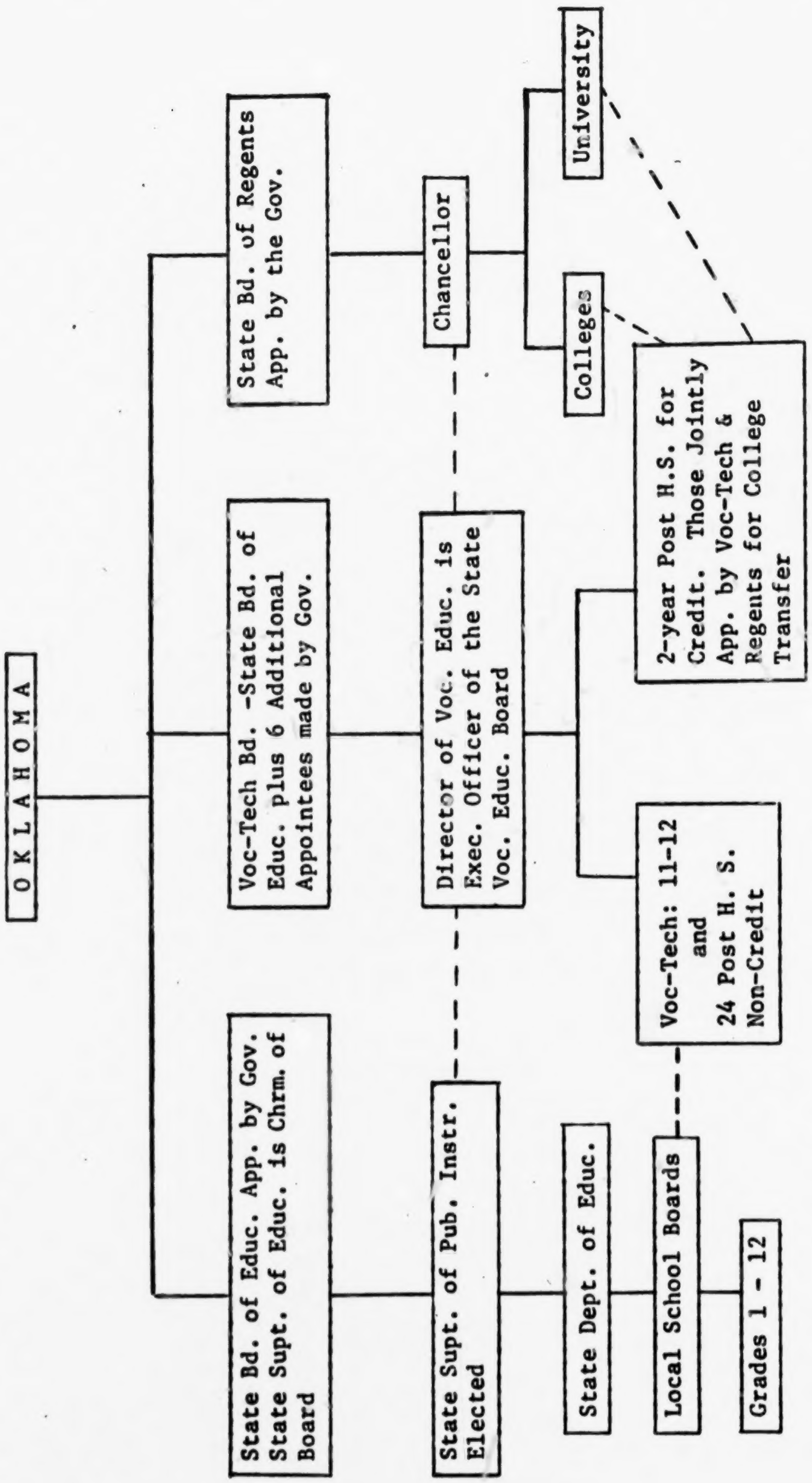

NEW HAMPSHIRE
Governor
St. Bd. of Educ. Incl. Voc. App. by Gov. & Council
Commissioner of Educ. Indefinite Term - App. by Gov.
State Dept. of Education
K - through 12
Local Bd.-Elected
Supervisory Unions
This May Be Combination of Several Local School Districts, or consist of One or More Towns or Cities Responsible to Local School Boards.
Voc.-Tech. Educ.-
Chief of Div. of Voc. Superv. of Post H.S. 2 year Programs
Adv. Bd.
Voc-Tech. Institutes
They are Designated Local Secondary Schools which offer some Vocation Educ.
Coordinating Bd. of Advanced Educ. & Accreditation. 9 Members, 4 Appointed by Gov. & 5 Ex-Officio:- 2 College Pres., 1 Univ. Pres., Comr. of Educ., & Chr. of St. Bd. of Educ.
Duties: Voluntary Group which approves Colleges for Accreditation; Evaluates these Colleges through the N.E. Assoc. Assists in Coord. Higher Educ.
Bd. of Trustees - 12 App. by Gov. & Council. 6 Elected by Alumni plus the Following Ex-Officio - Gov., St. Comr. of Educ., St. Comr. of Agri., & the 3 College & Univ. Presidents.
Two Colleges
University

(14) Oklahoma

Oklahoma has three principal Boards at the State level responsible for its educational program. They are the State Board of Education, the State Board of Vocational Education and the State Board of Regents. The State Board of Education is appointive by the Governor. The elective State Superintendent of Public Instruction is the Chairman of the Board. The State Board of Vocational Education is composed of the members of the State Board of Education plus six additional members, also appointive by the Governor. This arrangement should afford coordination, certainly between general and vocational education, through the elementary, secondary and post-secondary, but not including the college and university level.

The State Superintendent of Public Instruction acts through the State Department of Education to give leadership to the local school boards in the general educational program--grades one through twelve. The Director of Vocational Education is responsible to the State Board of Vocational Education, supervises vocational education at the secondary level, and directs both the twenty-four post-high school non-credit programs and the two-year post-high school credit programs which have been jointly approved for credit by the State Board of Vocational-Technical Education and the State Board of Regents. Just as the State Superintendent of Public Instruction acts as the Chairman of the State Board of Education, so the Director of Vocational Education acts as the Executive Officer of the State Vocational Education Board.

The State Board of Regents selects a Chancellor and together they are responsible for the educational programs at the college and university level.

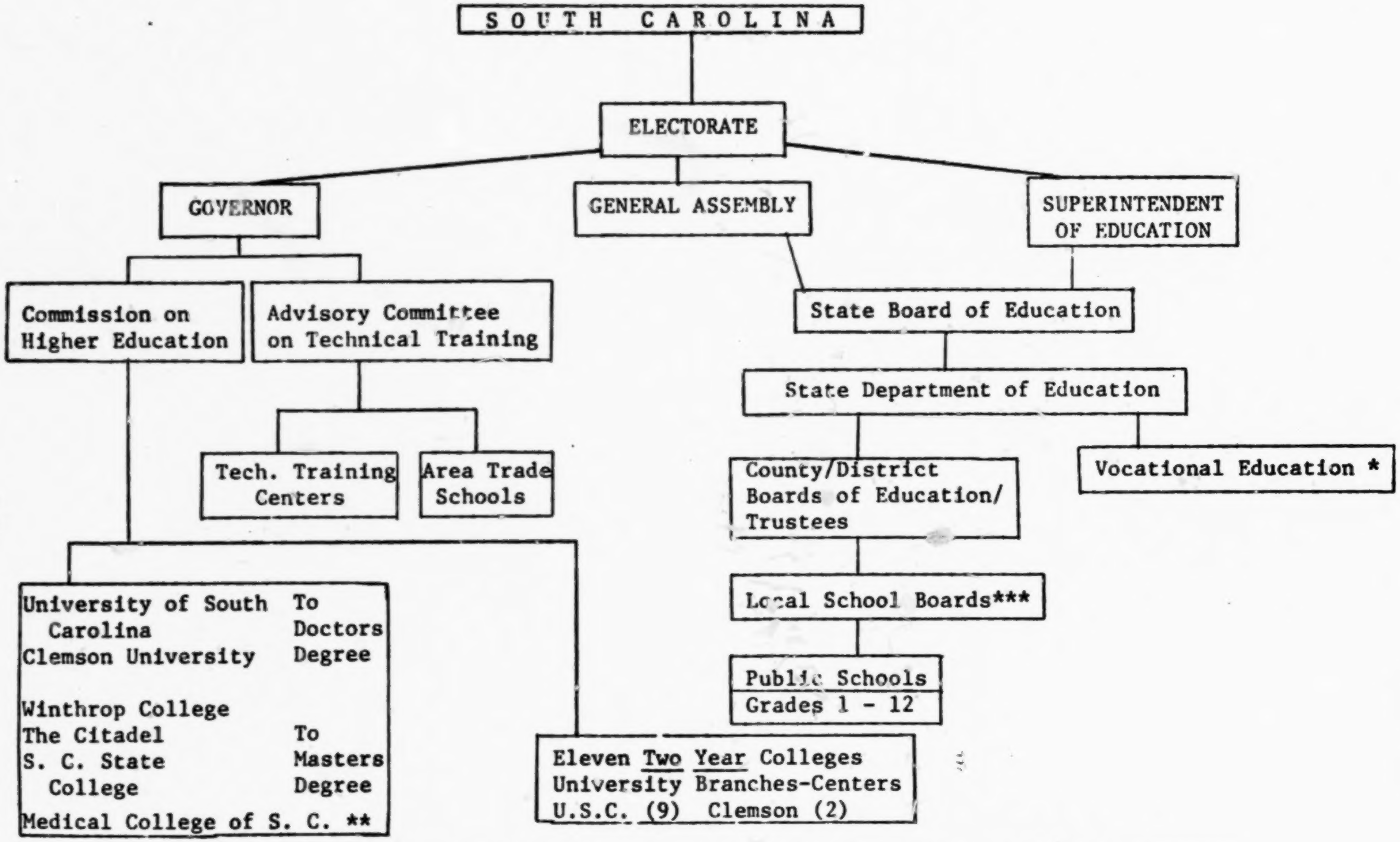

O K L A H O M A
State Bd. of Educ. App. by Gov. State Supt. of Educ. is Chrm. of Board
Voc-Tech Bd. -State Bd. of Educ. plus 6 Additional Appointees made by Gov.
State Bd. of Regents App. by the Gov.
State Supt. of Pub. Instr. Elected
Director of Voc. Educ. is Exec. Officer of the State Voc. Educ. Board
Chancellor
State Dept. of Educ.
Colleges
University
Local School Boards
Voc-Tech: 11-12 and 24 Post H. S. Non-Credit
2-year Post H.S. for Credit. Those Jointly App. by Voc-Tech & Regents for College Transfer
Grades 1 - 12

(15) South Carolina

In South Carolina, the State Superintendent is elected for four-year terms, acts as Secretary to the Board of Education, and is the Board's administrative officer. The State Board of Education is responsible for both general and vocational education. The State Board of Education is responsible to the General Assembly. One Board member is selected by the delegates of each of the sixteen judicial circuits. A State Commission on Higher Education is also responsible to the Governor. This Commission is appointed by the Governor and acts as a coordinating Commission and is not a governing Board. Its coordination efforts are directed to the colleges and universities, each of which has its own Board responsible to and named by the General Assembly.

The State Superintendent and the State Board of Education are responsible for general education and vocational education through the elementary and secondary level as administered through the Department of Education. Also, under the State Department of Education, the Division of Vocational Education supervises and directs, with the assistance of the Commission on Technical Education (appointive by the Governor), the secondary vocational educational program and such other vocational and adult educational programs as are included in the program of the local districts. The three area trade schools are responsible directly to the State Board of Education but not to the Department of Education.

There are three four-year colleges, one Medical School and the two universities. Clemson University's Board of Trustees is augmented by several self-perpetuating members, but otherwise both university boards are designated by the General Assembly. The eleven college-credit-granting community colleges exist as branches or centers under the universities. There is statute provision for establishing community colleges, but currently no community is exercising that option.



* State Board of Education constitutes State Board of Vocational Training.

** University and College Boards of Trustees selected by General Assembly.

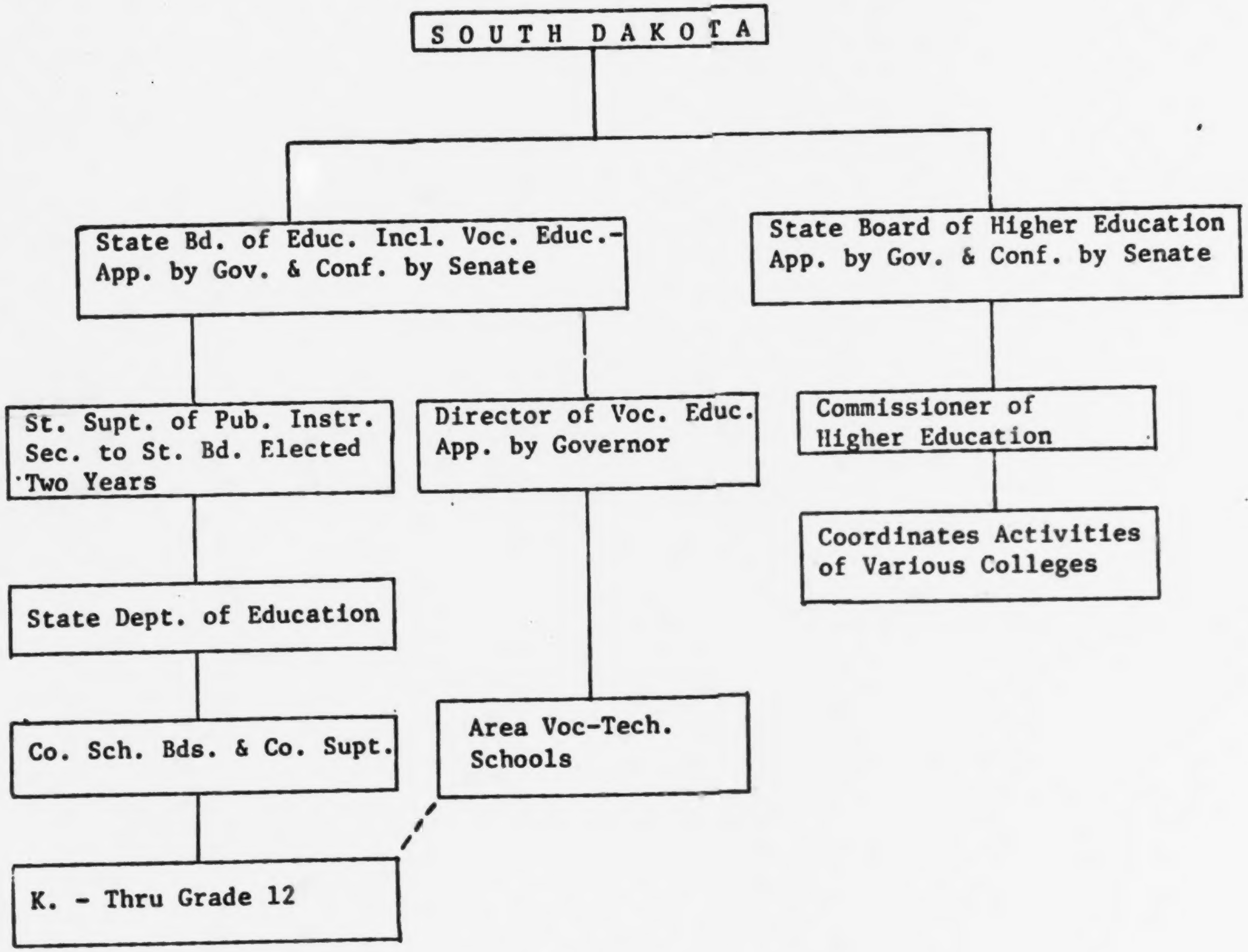
*** "Local" School Boards not utilized in all school districts.

(16) South Dakota

South Dakota has two principal Boards. They are the State Board of Education, including the vocational programs, and the State Board of Higher Education. Both are appointive by the Governor and confirmed by the Senate. The State Superintendent is elected by the citizens for a two-year term. He not only acts as the State Superintendent of Public Instruction, but also as Secretary to the State Board of Education. The Governor appoints a Director of Vocational Education, also responsible to the State Board of Education, who supervises and directs the schools' vocational educational programs both in the secondary schools and the area vocational-technical schools.

The State Superintendent of Public Instruction administers the general educational program through the services of the State Department of Education, the County School Boards and the County School Superintendent.

The State Board of Higher Education selects a Commissioner of Higher Education and together they coordinate the activities of the various institutions of higher education.

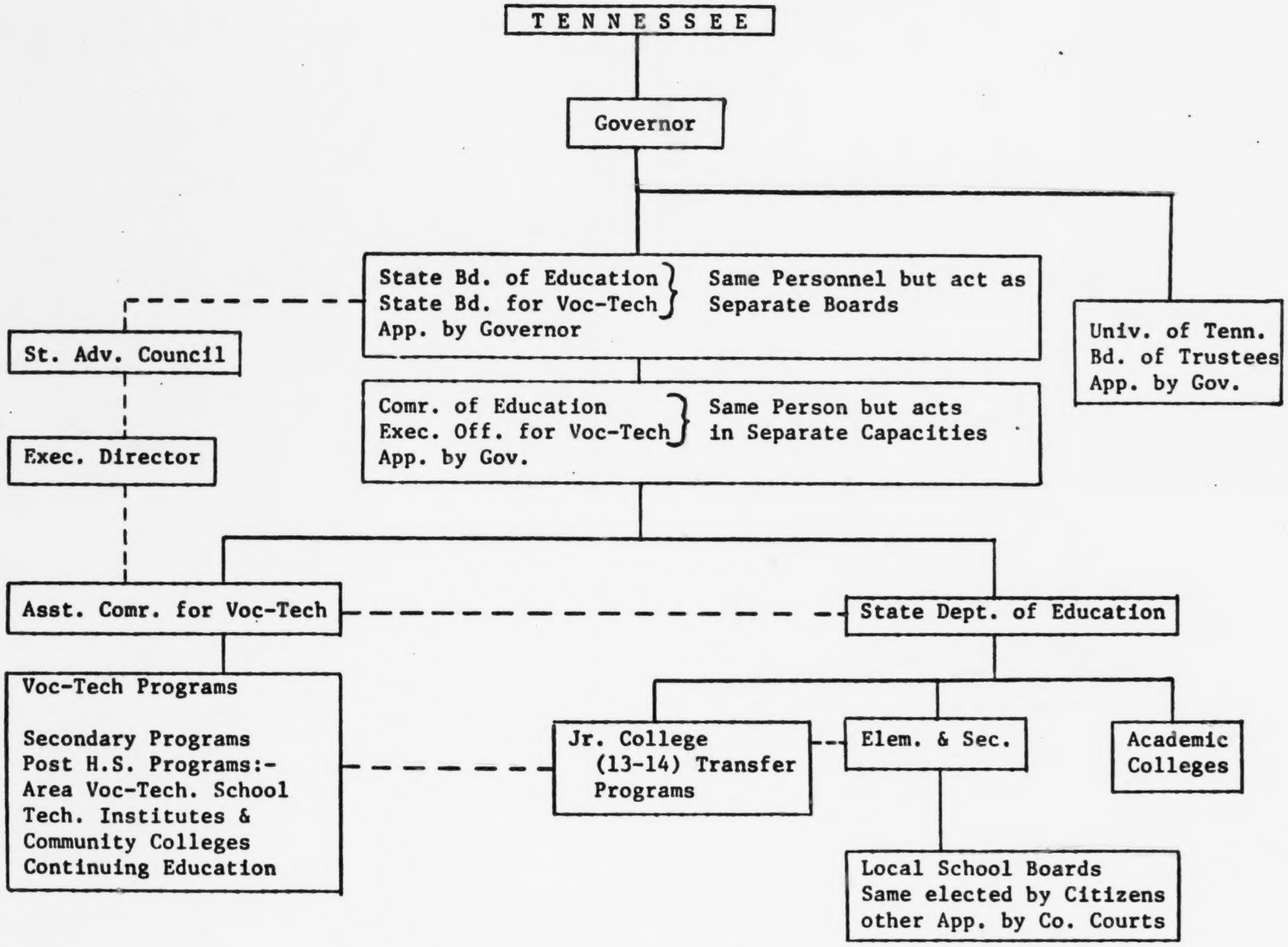

SOUTH DAKOTA
State Bd. of Educ. Incl. Voc. Educ.-App. by Gov. & Conf. by Senate
State Board of Higher Education App. by Gov. & Conf. by Senate
St. Supt. of Pub. Instr. Sec. to St. Bd. Elected Two Years
Director of Voc. Educ. App. by Governor
Commissioner of Higher Education
Coordinates Activities of Various Colleges
State Dept. of Education
Co. Sch. Bds. & Co. Supt.
Area Voc-Tech. Schools
K. - Thru Grade 12

(17) Tennessee

The Governor is central in Tennessee to the educational program. He appoints the State Board of Education. The membership, in fact, becomes the membership also of the State Board of Vocational Education. The two Boards, however, meet and act as separate and independent Boards. The same is true of the Commissioner of Education. He is appointive by the Governor and acts as Chairman of the State Board of Education and as the Executive Officer of the State Board of Vocational Education. Except for the University of Tennessee, these boards are responsible for elementary, secondary, vocational (both secondary and post-secondary), junior college and college educational activities. The University of Tennessee, however, has its own Board of Trustees appointive by the Governor.

There is a State Advisory Council for vocational education with an Executive Director, who together assist in an advisory capacity in the vocational area. An Assistant Commissioner of Education is responsible for this phase of the educational program through the Director of Vocational Education. The vocational offerings include secondary and post-secondary programs, area vocational-technical schools, technical institutes, community colleges and continuing education.

Under the State Department of Education a full program of general education is administered. This program includes the two-year junior colleges, with their college credit transfer courses, the elementary and secondary programs and the four-year college programs. There is provision for interrelating the general education and vocational education programs at the level of secondary and post-secondary. The State Department of Education works through the local School Boards at the elementary and secondary levels. Some local Boards are elected by the local citizens and others are appointive by the County Courts.

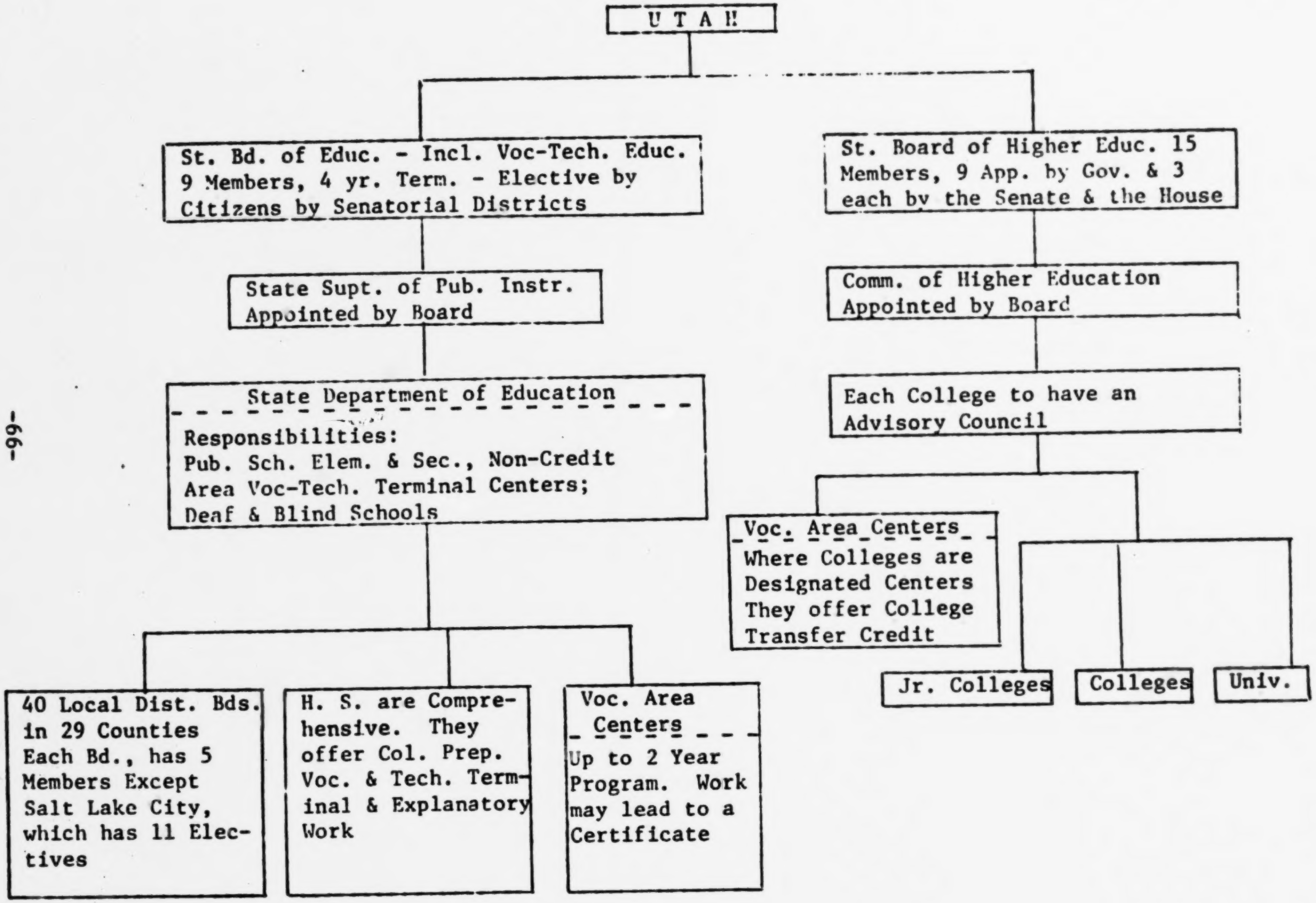

TENNESSEE
Governor
State Bd. of Education
State Bd. for Voc-Tech
App. by Governor
Same Personnel but act as
Separate Boards
Univ. of Tenn.
Bd. of Trustees
App. by Gov.
St. Adv. Council
Comr. of Education
Exec. Off. for Voc-Tech
App. by Gov.
Same Person but acts
in Separate Capacities
Exec. Director
Asst. Comr. for Voc-Tech
State Dept. of Education
Voc-Tech Programs
Secondary Programs
Post H.S. Programs:-
Area Voc-Tech. School
Tech. Institutes &
Community Colleges
Continuing Education
Jr. College
(13-14) Transfer
Programs
Elem. & Sec.
Academic
Colleges
Local School Boards
Same elected by Citizens
other App. by Co. Courts

(18) Utah

Utah has two principal Boards responsible for education in the State. They are the State Board of Education and the State Board of Higher Education. The State Board of Education is a nine-member Board, elected for four-year terms by the senatorial districts of the State. This Board in turn appoints the State Superintendent, who in turn administers his educational responsibilities through the State Department of Education. The State Board of Higher Education is a fifteen-member Board. Nine members are appointive by the Governor and three each by the President of the Senate and the Speaker of the House. This Board in turn appoints a Commissioner of Higher Education, who in turn administers his responsibility via each college administrative staff and its Advisory Council.

The State Department of Education is responsible for elementary education through the forty local school districts of the twenty-nine counties. Each Board, except Salt Lake City, has a five-member Board. Salt Lake City has an eleven-member Board. This department is likewise responsible for the secondary program, both general and vocational, through a system of comprehensive high schools. These programs emphasize the college preparatory, vocational-technical, and terminal and exploratory work. The Department is also responsible for area vocational centers offering programs up to two-years' length.

The State Board of Higher Education through the Commissioner of Higher Education is responsible for vocational area centers (where colleges are designated centers to offer college transfer credit work), junior colleges, colleges and universities.

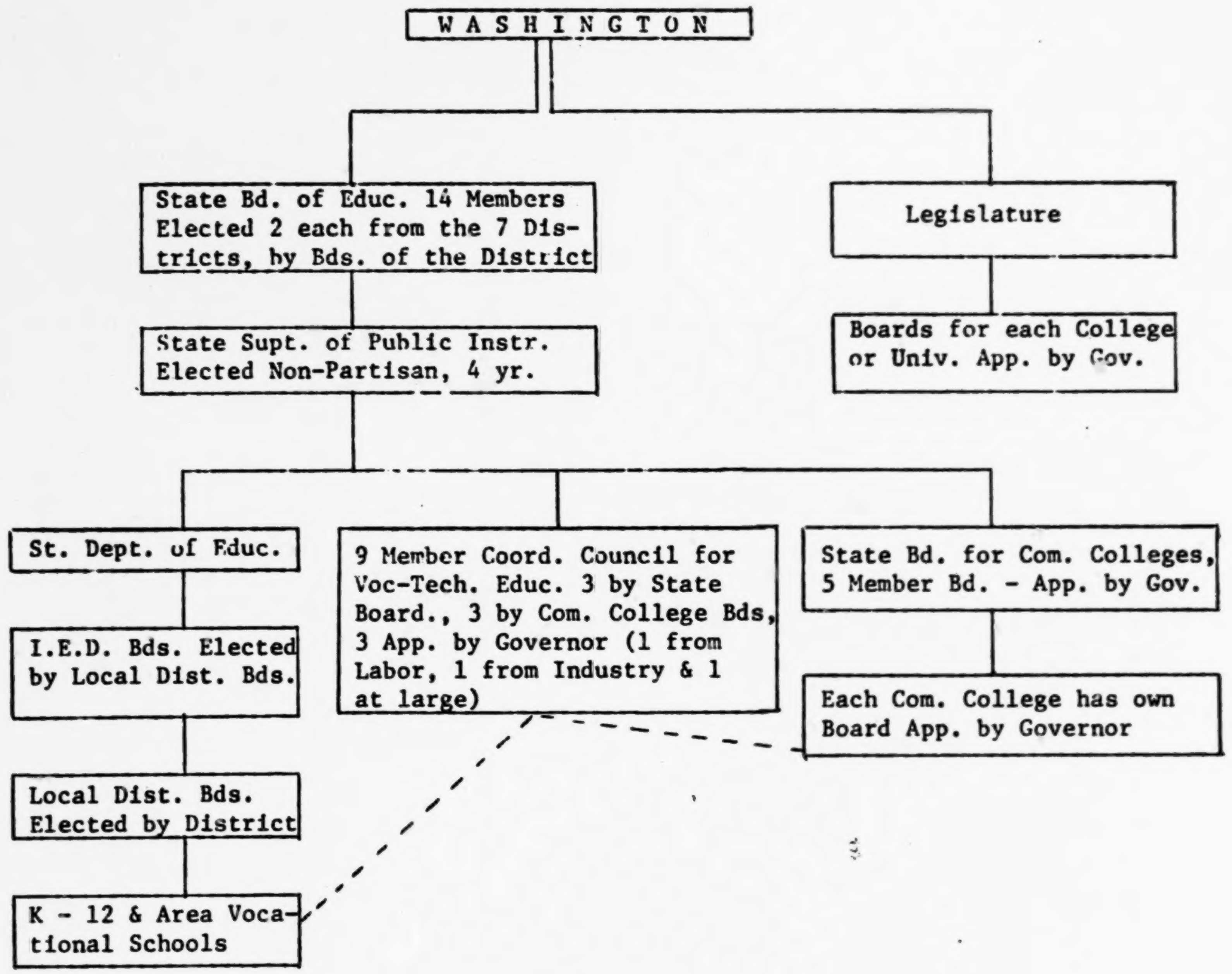

U T A H
St. Bd. of Educ. - Incl. Voc-Tech. Educ. 9 Members, 4 yr. Term. - Elective by Citizens by Senatorial Districts
State Supt. of Pub. Instr. Appointed by Board
State Department of Education
Responsibilities: Pub. Sch. Elem. & Sec., Non-Credit Area Voc-Tech. Terminal Centers; Deaf & Blind Schools
40 Local Dist. Bds. in 29 Counties Each Bd., has 5 Members Except Salt Lake City, which has 11 Electives
H. S. are Comprehensive. They offer Col. Prep. Voc. & Tech. Terminal & Explanatory Work
Voc. Area Centers
Up to 2 Year Program. Work may lead to a Certificate
St. Board of Higher Educ. 15 Members, 9 App. by Gov. & 3 each by the Senate & the House
Comm. of Higher Education Appointed by Board
Each College to have an Advisory Council
Voc. Area Centers
Where Colleges are Designated Centers They offer College Transfer Credit
Jr. Colleges
Colleges
Univ.

(19) Washington

In the State of Washington the State Board of Education is composed of fourteen members. Two each are elected from each of the seven districts of the State by the Boards of the Districts. The State Superintendent of Public Instruction is elected on a non-partisan basis by the State for a four-year term. Together they are responsible for Washington's system of education, except for colleges and universities. There is no State Board of Higher Education. Each college and university has its own Board and these are directly responsible to the State Legislature.

The State Board of Education and the State Superintendent of Public Instruction administer their responsibilities in the following manner: The State Department of Education is responsible for the general education program from kindergarten through grade twelve and the area vocational schools. The State Board of five members, appointive by the Governor, coordinates the several community colleges. Each of the latter has its own Board, also appointive by the Governor.

A nine-member Coordinating Council for Vocational-Technical Education acts to supervise, coordinate and give direction to the vocational programs of the secondary schools, their area vocational schools and the vocational-technical program of the community colleges. This nine-member Coordinating Council is composed of three members named by the State Board of Education, three by the State Board for Community Colleges and three appointive by the Governor--one each from labor and industry, and one at large.


W A S H I N G T O N
State Bd. of Educ. 14 Members Elected 2 each from the 7 Districts, by Bds. of the District
Legislature
State Supt. of Public Instr. Elected Non-Partisan, 4 yr.
Boards for each College or Univ. App. by Gov.
St. Dept. of Educ.
9 Member Coord. Council for Voc-Tech. Educ. 3 by State Board., 3 by Com. College Bds, 3 App. by Governor (1 from Labor, 1 from Industry & 1 at large)
State Bd. for Com. Colleges, 5 Member Bd. - App. by Gov.
I.E.D. Bds. Elected by Local Dist. Bds.
Each Com. College has own Board App. by Governor
Local Dist. Bds. Elected by District
K - 12 & Area Vocational Schools

(20) West Virginia

West Virginia has two principal Boards responsible for the educational program for its people. The State Board of Education, the Chief State School Officer and the State Board of Regents are all three appointive by the Governor.

The Chief State School Officer is responsible to the State Board of Education for the public school program, including vocational education, short of the junior colleges, colleges and universities. For the purpose of more complete coordination of the total program of education, he is a non-voting member of the State Board of Regents. Associated with him are the Director of Vocational Education, appointive by the State Board, and the Superintendent for the Deaf and Blind. While the Chief State School Officer is directly responsible through the State Department of Education for the general education program, the Director of Vocational Education gives direction and coordination through the vocational staff to the vocational program.

The State Board of Regents is responsible, through the administrative staff and Advisory Boards of each of the colleges and university, for the two junior colleges, eight colleges and two universities. Each Advisory Board is composed of seven members recommended by the presidents, approved by the Board of Regents each for a seven-year term.

(21) Wisconsin

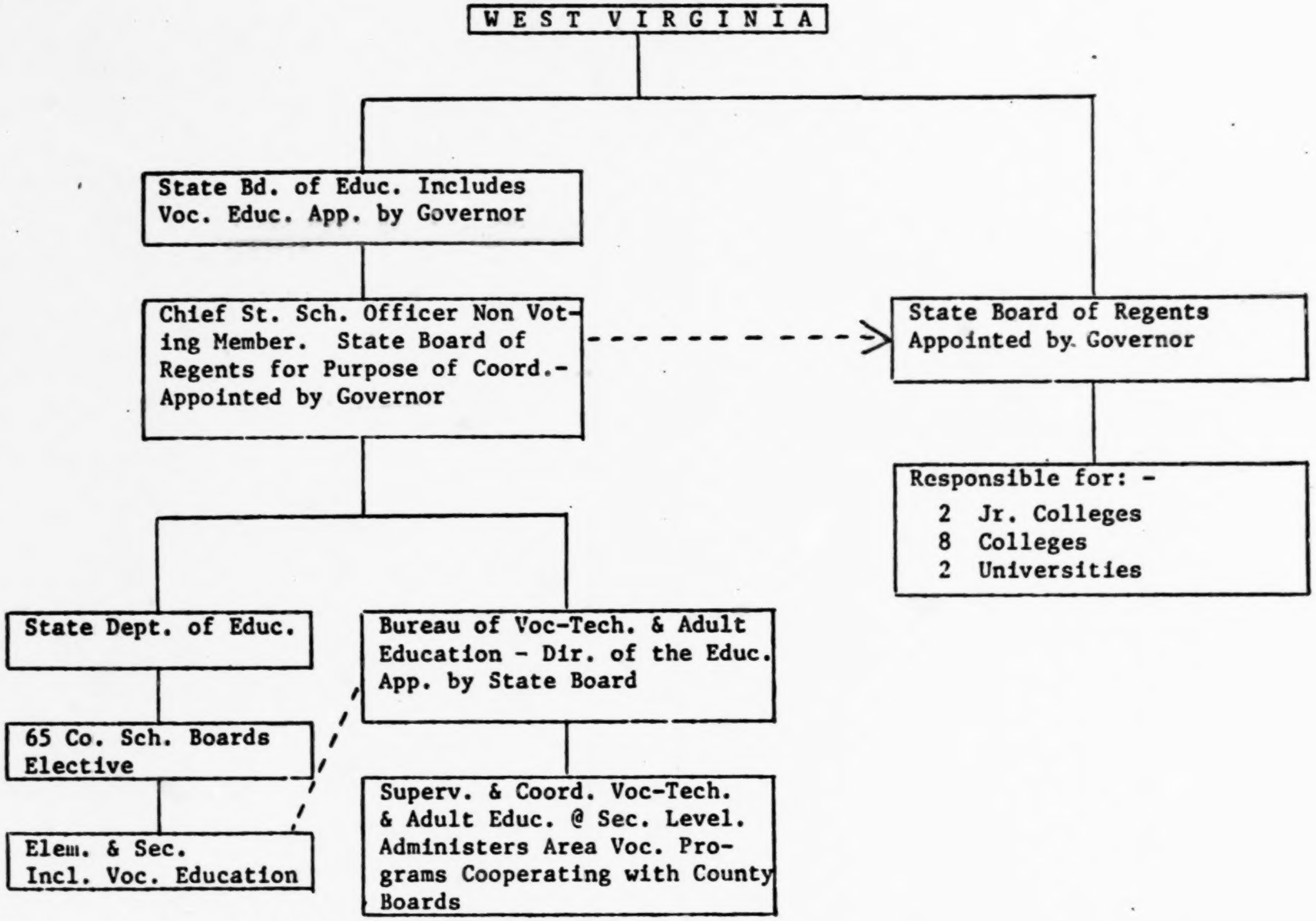
The State Superintendent of Public Instruction is elected for four-year terms on a non-partisan basis by the electorate. He is at once responsible for the State's general education program and a member of both Boards of Regents, the Coordinating Council for Higher Education, State Vocational and Adult Education Board, the Communication Board, Compact of the States, etc.

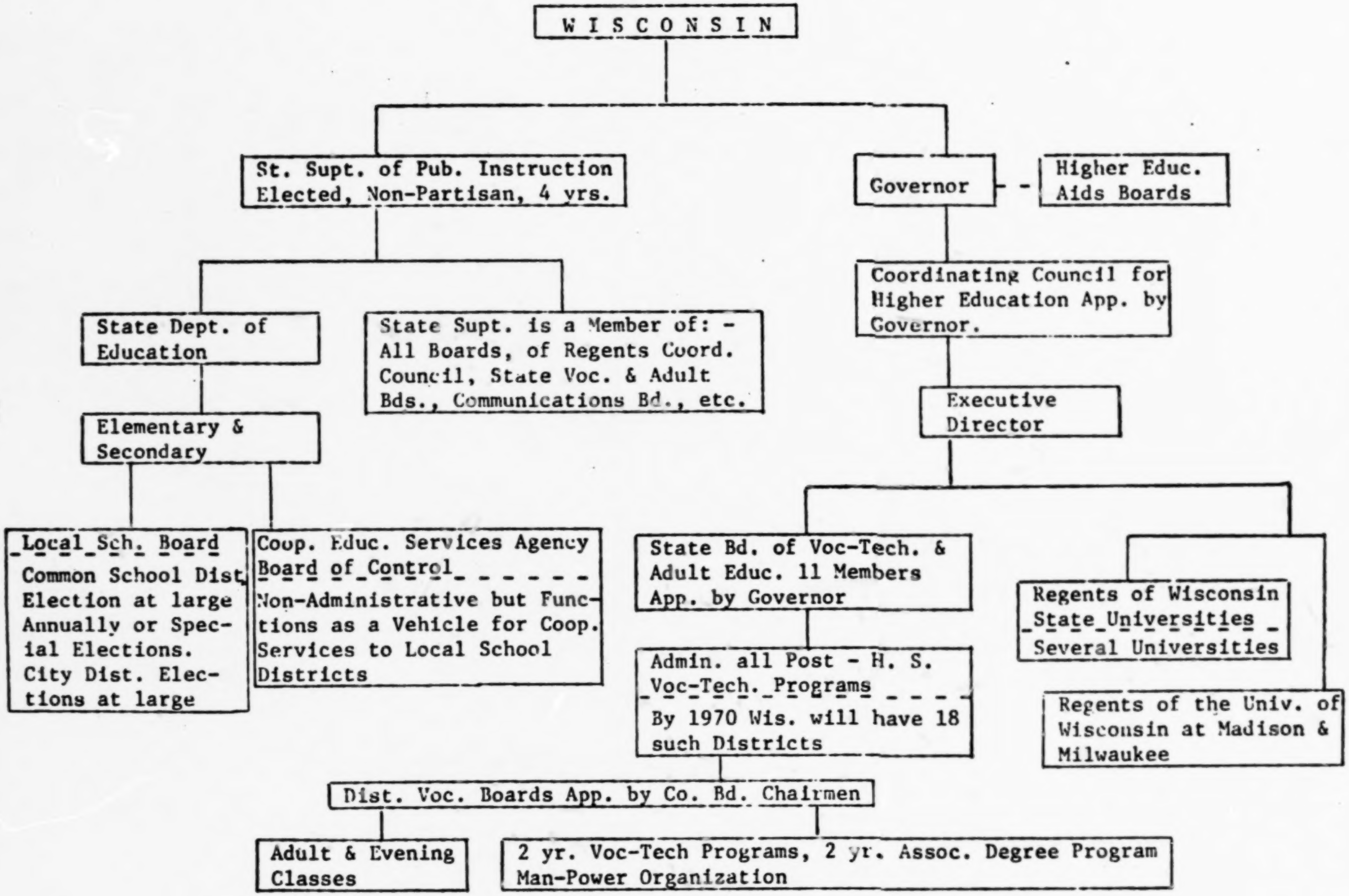
The State Department of Education is responsible for elementary and secondary education through the local school boards assisted by the Cooperative Educational Services Agency Board of Control. Also, a Higher Educational Aids Board assists the Governor and thereby the program of higher education.

The Coordinating Council for Higher Education coordinates the services of the several agencies responsible for post-high school and college, and university education through the Executive Director. The program of higher education is under the direction of three principal Boards. They are the Wisconsin Board of Vocational-Technical and Adult Education, the Board of Regents of the University of Wisconsin and the Board of Regents of Wisconsin State Universities.

The State Board of Vocational-Technical and Adult Education administers all post-high school, vocational-technical programs through the several vocational district boards (eighteen by 1970). These district boards are appointive by county board chairmen. The program of these schools includes adult and evening classes, two-year technical programs, associate degree programs and manpower organization programs.

The Board of Regents of Wisconsin State Universities are responsible through each of the several university administrators for their respective State universities. The Board of Regents of the University of Wisconsin, on the other hand, is responsible for the one University with its main campus at Madison and a smaller campus at Milwaukee. This university also is responsible for the two-year liberal arts program on branch campuses.


WEST VIRGINIA
State Bd. of Educ. Includes Voc. Educ. App. by Governor
Chief St. Sch. Officer Non Voting Member. State Board of Regents for Purpose of Coord.- Appointed by Governor
State Board of Regents Appointed by Governor
Responsible for: -
2 Jr. Colleges
8 Colleges
2 Universities
State Dept. of Educ.
65 Co. Sch. Boards Elective
Elem. & Sec. Incl. Voc. Education
Bureau of Voc-Tech. & Adult Education - Dir. of the Educ. App. by State Board
Superv. & Coord. Voc-Tech. & Adult Educ. @ Sec. Level. Administers Area Voc. Programs Cooperating with County Boards


WISCONSIN
St. Supt. of Pub. Instruction Elected, Non-Partisan, 4 yrs.
Governor
Higher Educ. Aids Boards
State Dept. of Education
State Supt. is a Member of: - All Boards, of Regents Coord. Council, State Voc. & Adult Bds., Communications Bd., etc.
Coordinating Council for Higher Education App. by Governor.
Executive Director
Elementary & Secondary
Local Sch. Board
Common School Dist. Election at large Annually or Special Elections. City Dist. Elections at large
Coop. Educ. Services Agency Board of Control
Non-Administrative but Functions as a Vehicle for Coop. Services to Local School Districts
State Bd. of Voc-Tech. & Adult Educ. 11 Members App. by Governor
Admin. all Post - H. S. Voc-Tech. Programs
By 1970 Wis. will have 18 such Districts
Regents of Wisconsin State Universities
Several Universities
Regents of the Univ. of Wisconsin at Madison & Milwaukee
Dist. Voc. Boards App. by Co. Bd. Chairmen
Adult & Evening Classes
2 yr. Voc-Tech Programs, 2 yr. Assoc. Degree Program Man-Power Organization

2. Group Interviews in Sixteen States

One essential for the improvement of instruction in educational institutions is to first improve the difinition of respective roles and responsibilities, policies, organization and administration of a State's educational system. A single State system often includes many distinct components with both separate and overlapping responsibilities.

This research investigated the above assumption dealing with (1) occupational education, and (2) other educational activities having a direct influence upon students, grades 9-14, primarily in the public schools.

The design of the research activity was based upon the belief that what the lay public believes and desires is of major importance. Individuals were invited to participate from a cross-section of the public. Their perceptions were considered to be somewhat representative of a segment of lay people. The information collected was analyzed and identified by three major categories of information:

(1) The perceptions of various facets of the system as it now operates.

(2) The concepts of what would be the ideal system.

(3) The opinions and suggestions concerning changes which may be both desirable and feasible.

TABLE 2. STATES WHERE RESPONDENTS PROVIDED A DETAILED ASSESSMENT OF PERCEPTIONS AND CONCEPTUAL IDEALS OF ROLES, RESPONSIBILITIES AND INTERREALATIONSHIPS AMONG INSTITUTIONS AND AGENCIES PROVIDING OCCUPATIONAL EDUCATION.

1. Arkansas
2. Colorado
3. Delaware
4. Idaho
5. Iowa
6. Kansas
7. Maryland
8. Minnesota
9. Mississippi
10. Oklahoma
11. South Carolina
12. Tennessee
13. Utah
14. Washington
15. West Virginia
16. Wisconsin

It was the intent to identify issues, problems, gaps and overlaps among the many educational agencies providing service in the State. The data obtained from the Group Interview Guides from each of the sixteen States identifies the perceptions and opinions pertaining to the roles, responsibilities and interrelationships among those institutions and agencies providing occupational education. The report is organized in four sections to be descriptive of the responses to questions about: (1) Foundation, (2) Coordination, (3) Policy, and (4) Process of Change. From this focus, the following outcomes seemed possible:

(1) The identification of significant issues in the educational structure of the States studied.

(2) The identification of questions to be answered.

(3) The identification of areas of conflict among various State educational agencies.

(4) The identification of "gaps" in educational responsibility by agencies in the State.

(5) The identification of the current status of the overall organization for education in the State.

In the sixteen States, data was gathered from a sample of each State's citizenry. The data was gathered by means of a Group Interview Guide[1] and the findings presented here are organized to reflect a report which was given to each of the participating States. The identity of each State report has been intentionally concealed. The findings, however, have been modified only to the extent necessary to prevent an obvious identification of the states involved. The sixteen State reports herein reported include a summary of the data obtained from the Group Interview Guides, which identify perceptions and opinions pertaining to roles, responsibilities and interrelationships among those institutions and agencies providing occupational education. The State reports are organized in four sections to be descriptive of responses to questions about: (1) Foundations, (2) Coordination, (3) Policy, and (4) Process of Change. Also included is a tabulation of personal data of the sample drawn from each State.

An overall summary of the findings of the sixteen State group interview data is reported first, followed by findings for each of the sixteen States.

---

[1] Note Appendix A.

a. Overall Summary of Findings in Sixteen States

This research investigated the responsibilities and duties of state education agencies and/or institutions. Data was collected from Group Interview Guides distributed to 912 individuals throughout the United States. A total of 598 questionnaires were returned and tabulated. This was 65.6% response. Four of the States (Arkansas, Delaware, Maryland, and South Carolina) were polled during a group session, and are indicated with a one-hundred percent return in the following Table.

TABLE 3. PARTICIPATING STATES, PERCENT OF RETURN AND PERCENTAGE RESPONSE PER STATE.

STATE	NUMBER OF PARTICIPANTS**	PERCENT OF RETURN	PERCENT OF TOTAL RESPONSE
Arkansas *	42	100	7.0
Colorado	28	47	4.7
Delaware *	54	100	9.0
Idaho	41	58	6.8
Iowa	31	47	5.2
Kansas	30	52	5.0
Maryland *	56	100	9.4
Minnesota	38	53	6.4
Mississippi	11	52	1.8
Oklahoma	38	57	6.4
South Carolina *	50	100	8.4
Tennessee	31	60	5.2
Utah	30	44	5.0
Washington	22	52	3.7
West Virginia	42	72	7.0
Wisconsin	54	69	9.0
	598	65.6	

* Questionnaires collected during group interview sessions.
** 912 questionnaires distributed.

An effort was made to include the opinions, perceptions, etc., of a whole base of "lay" individuals. This represents approximately twenty-six percent (26%) of the total sample. This percentage does include housewives, professional men, labor leaders, representatives of commerce, and government. The following Table presents a summary of the personal data of the participants.

TABLE 4. PERSONAL DATA TABULATION

SIXTEEN STATE SURVEY

PERSONAL DATA TABULATION

Number: 598*

	Under 40	40 - 50	Over 50	Some High Sch.	High School G.	Some College	College Degree	No	Local	State	Other	No	Local	State	Other
Age	140	218	237												
Highest Education Level Completed				2	18	67	509								
Are you now a member of a Board of Education?								533	19	29	8				
Are you now a member of an Advisory Board?												418	35	102	35

Previous Work Experience:	Frequency	Mean No. Years
(1) Professional (Medicine, Dentistry, etc., do not include employment in education)......	67	11
(2) Agriculture Production..........................	85	9
(3) Manager or Proprietor..........................	91	8
(4) Sales..	107	4
(5) Office Occupations (e.g., secretarial, clerical, etc.)................................	75	4
(6) Craftsman..	109	6
(7) Service Occupations.............................	47	3
(8) Unskilled Laborer................................	44	3
(9) Military..	177	5
(10) Housewife..	41	18

* All sections do not add up to 598 due to questionnaire response, deficiencies, unanswered items, etc.

PERSONAL DATA TABULATION (Cont.):

Aproximate number of years of teacning experience in:

	Frequency	Mean No. Years
a. General Education	218	12
b. Vocational Education	134	11
C. Both Areas	96	18

Approximate number of years of experience in educational administration in:

	Frequency	Mean No. Years
a. General Education	173	13
b. Vocational Education	152	9
c. Both Areas	67	21

	Urban Area*	Rural Area**
Where have you lived most in your life?	256	337
Where has most of your work experience been?	290	301

* Population over 50,000
** Population under 50,000

Inspection of the above Table reveals many factors useful to the reporting of this data. The sample if highly educated, represents a wide range of previous work experience, and many collective years of teaching experience. This sample should be highly knowledgeable about the processes and problems of occupational education. Their perceptions into the areas investigated in this research should be considered as highly insightful.

This portion of the report is organized into four sections to be descriptive of responses to questions about:

(1) Foundations

(2) Coordination

(3) Policy

(4) The Process of Change

The findings will be reported in tabular form and the collected narrative, open-ended responses will be summarized. Major findings will be presented but the major conclusions and recommendations will be discussed in a latter portion of this report.

(1) Foundation for the States' Educational Systems

The foundation for a state's educational system includes the legal statutes enacted by its legislature, the philosophy and objectives of its respective educational agencies and institutions, its respective roles and responsibilities and the way such areas are allocated among the agencies and institutions concerned. Questions in this section of the research were directed toward obtaining respondents' perceptions regarding these aspects of the educational program.

(a) State Structure for Education

The pattern of organization appears to be fairly typical throughout the country. All agencies, with the exception of a state education coordinating unit, were mentioned by sixty-seven percent (67%) or more of the sample. This section discussed the official, legal descriptions of the states' organization for education; and these perceptions are further support of the fairly uniform patterns of operation for the administration or legal structure of the states' education agencies.

TABLE 5. PUBLIC AGENCIES AND INSTITUTIONS REPORTED IN THE STATES' EDUCATION SYSTEMS.

	N = 159 LAY		N = 439 PROFESSIONAL		N = 598 TOTAL	
	#	%	#	%	#	%
State Board of Education	142	89	405	92	547	91
State Department of Education	150	94	428	97	578	97
State Vocation Division and/or Agency	148	93	422	96	570	95
Public Secondary Schools	146	92	423	96	569	95
County or Intermediate Education District	109	69	319	73	428	72
Area Vocational Schools	141	89	414	94	555	93
Technical Institutes	117	74	317	72	434	73
Community or Junior Colleges	141	89	380	87	521	87
State Board of Higher Education	108	68	291	66	399	67
Public 4-year Colleges and Universities	150	94	413	94	563	94
State Education Co-ordinating Unit	45	28	159	36	204	34

There does not appear to be any disagreement between the two main categories of respondents (lay and professional) on any item. The data indicate that changes in the laws or statutes is needed. A large majority (83%) of the sample favored changes in existing laws to make education more pertinent to students, to remove unnecessary duplications, and to improve efficiency and economy. However, the data presented in the following Table does not identify these desired changes with any single State Agency.

TABLE 6. AWARENESS OF A NEED FOR CHANGES IN EXISTING LAW OR LAWS TO MAKE EDUCATION MORE PERTINENT, TO REMOVE DUPLICATION, ETC.

	N = 133 LAY		N = 364 PROFESSIONAL		N = 497 TOTAL	
	#	%	#	%	#	%
State Board of Education	55	41	143	39	198	40
State Department of Education	68	51	169	46	237	48
State Vocation Division and/or Agency	58	44	174	48	232	47
Public Secondary Schools	51	38	147	40	198	40
County or Intermediate Education District	44	33	122	34	166	33
Area Vocational Schools	67	50	155	43	222	45
Technical Institutes	37	28	118	32	155	31
Community or Junior Colleges	55	41	162	45	217	44
State Board of Higher Education	37	28	102	28	139	32
Public 4-year Colleges and Universities	41	31	101	28	142	29
State Education Coordinating Unit	41	31	90	25	131	26

(b) Apparent Philosophy and Objectives

Nearly eighty percent (80%) of the respondents said they were aware of a need for change in the apparent philosophy and objectives of the various educational agencies. The data indicate that changes are desired in the State Department of Education and the public secondary schools.

TABLE 7. DESIRED CHANGES IN PHILOSOPHY AND OBJECTIVES OF STATE AGENCIES AND/OR INSTITUTIONS.

	N = 125 LAY		N = 350 PROFESSIONAL		N = 475 TOTAL	
	#	%	#	%	#	%
State Board of Education	49	39	144	41	193	41
State Department of Education	59	47	179	51	238	50
State Vocational Division or Agency	41	33	168	48	209	44
Public Secondary Schools	64	51	200	57	264	56
County or Intermediate Education Districts	35	28	102	29	137	29
Area Vocational Schools	50	40	140	40	190	40
Technical Institutes	37	30	98	28	135	28
Community or Junior Colleges	45	36	151	43	196	41
State Board of Higher Education	33	26	85	24	118	25
Public 4-year Colleges and Universities	51	41	134	38	185	39
State Education Coordinating Unit	16	13	49	14	65	14

No other agencies were identified by more than one-half of the sample as needing changes.

The narrative comments were especially critical of the public secondary schools. Numerous specific comments were directed to lack of adequate vocational counseling, limited curriculum offerings, the need for comprehensive high schools, the elimination of small high schools, and a more practical approach to the problems of the non-college bound students.

An examination of the narrative comments related to the State Department of Education failed to reveal any marked trend of opinion. The comments were extremely difficult to classify. However, it appeared that overall State plans are needed to give direction to, and provide coordination for the varying agencies concerned with occupational education. The entire topic of coordination will be discussed later in this report. The importance of goals for the State Department of Education can be summarized by this questionnaire quotation:

> "...probably the State Board of Education could present guidelines for implementing courses of study in academic subjects that will more nearly meet the needs of those students who do not go to college. It seems to me this emphasis should come before a concentration on area vocational schools and other post-high school institutions. Local school districts should consider making courses of study relevant to student needs."

This quotation and others of a similar nature points out the problem of attempting to deal with each of the State agencies as a separate entity. The agencies are interrelated, just as the problems of philosophy and objectives are interrelated. Considerable evidence exists that many aspects of the public high schools are of concern to the general sample.

(c) Roles and Responsibilities

A large majority of the sample (75%) expressed the opinion that there was a need for change in the roles and responsibilities of the various agencies and institutions.

TABLE 8. AGENCIES NEEDING CHANGES IN ROLES AND RESPONSIBILITIES.

	N = 116 LAY		N = 341 PROFESSIONAL		N = 457 TOTAL	
	#	%	#	%	#	%
State Board of Education	50	43	126	37	176	39
State Department of Education	49	42	182	53	231	51
State Vocational Division or Agency	42	36	176	52	218	48
Public Secondary Schools	52	45	172	50	224	49
County or Intermediate Education Districts	30	26	80	24	115	25
Area Vocational Schools	43	37	149	44	192	42
Technical Institutes	33	28	101	30	134	29
Community or Junior Colleges	39	34	151	44	190	42
State Board of Higher Education	34	29	76	22	110	24
Public 4-year Colleges and Universities	42	36	147	43	189	41
State Education Coordinating Unit	16	13.8	46	14	62	14

The State Department of Education was again identified by more than one-half of the sample as needing changes in roles and responsibilities. However, the public secondary schools were singled out by one-half of the professional sample. Many specific comments were provided which offer insights into the problem. These comments dealt largely with the problems of communication and methods whereby better coordination of resources and talents might result in better program planning by both agencies.

(2) Coordination

Coordination of agencies with similar responsibilities is a difficult problem in any organization. Coordination in this discussion refers to relating, allocating, and integrating various factors and organizational functions among (or between) the respective educational agencies and institutions in the states studied.

Many agencies are currently charged with the coordination of the administration and/or operation of two or more other agencies. Nearly eighty percent (80%) of the sample reported that such agencies existed. However, an examination of written comments from the sample indicates that some confusion exists due to this responsibility of coordination. Even though its existence was reported, more than seventy percent (70%) of the sample judged current statewide coordination and articulation of occupational education programs as being ineffective. The various State boards have assigned responsibilities for other agencies. However, as one respondent stated: "...boards are charged with the administration of too many State programs to be really effective with their limited budgets and personnel." Preliminary steps in the formation of an overall, Statewide coordination agency were reported in several of the states. Currently, a Coordinating Body has jurisdiction or coordination responsibility over those agencies listed in the following Table.

TABLE 9. AGENCIES AND/OR INSTITUTIONS CURRENTLY BEING COORDINATED BY ANOTHER AGENCY.

	N = 128 LAY		N = 340 PROFESSIONAL		N = 468 TOTAL	
	#	%	#	%	#	%
State Board of Education	46	36	142	42	148	32
State Department of Education	55	43	140	44	205	44
State Vocational Division or Agency	68	53	185	54	253	54
Public Secondary Schools	55	43	154	45	209	45
County or Intermediate Education Districts	37	29	103	30	140	30
Area Vocational Schools	62	48	172	51	234	50
Technical Institutes	38	30	119	35	157	34
Community or Junior Colleges	59	46	146	43	205	44
State Board of Higher Education	23	18	61	18	84	18
Public 4-year Colleges and Universities	52	41	132	39	184	39
State Education Coordinating Unit	9	7	32	9	41	9

The coordination of all State agencies concerned with education by a State-level Education Coordinating Council or Super Board was an organizational concept examined in this research. Over sixty percent (60.54%) of the sample favored this concept. They felt the Coordinating Body should have jurisdictional or coordinating authority over the agencies listed in the following Table:

TABLE 10. PROPOSED JURISDICTION OF COORDINATING BODY

	N = 159 LAY		N = 439 PROFESSIONAL		N = 598 TOTAL	
	#	%	#	%	#	%
State Board of Education	**67**	**42**	**176**	**40**	**243**	**41**
State Department of Education	**87**	**55**	**235**	**54**	**322**	**54**
State Vocational Division or Agency	**95**	**60**	**255**	**58**	**350**	**59**
Public Secondary Schools	**95**	**60**	**229**	**52**	**324**	**54**
County or Intermediate Education Districts	**68**	**43**	**182**	**41**	**250**	**42**
Area Vocational Schools	**101**	**64**	**258**	**59**	**359**	**60**
Technical Institutes	**81**	**51**	**239**	**54**	**320**	**54**
Community or Junior Colleges	**88**	**55**	**265**	**60**	**353**	**59**
State Board of Higher Education	**65**	**41**	**176**	**40**	**241**	**40**
Public 4-year Colleges and Universities	**81**	**51**	**242**	**55**	**323**	**54**
State Education Coordinating Unit	**40**	**25**	**88**	**20**	**128**	**21**

A great deal of conflict exists in many states regarding the formation or creation of a Super Board. Respondents in this research also expressed concern over investing too much power in one single board or agency. Narrative comments from the sample did not support the idea of a Super Board, but an overall Coordinating Council, advisory in nature, received strong support throughout the narrative portion of the questionnaire. It appears that the sample felt better coordination would result in better utilization of resources to implement programs of occupational education.

The following Table summarizes the number of respondents who reported that a Coordinating Body does have and should have a particular responsibility, and also the numerical decrease or increase in that particular authority as perceived by members of the sample.

TABLE 11. EXISTING AND PROPOSED RESPONSIBILITIES OF POSSIBLE COORDINATING BODY

	Does	Should	* Numerical	
			Increase	Decrease
Policy-Making	214	234	20	
Finance Determination or Coordination	205	248	43	
Staffing (Qualifications, Numbers, Salaries, etc.	130	136	6	
Planning	238	261	23	
Promoting	149	204	65	
Communications	179	263	84	
Program Allocation (Subject Matter Specialties)	165	210	45	
Enrollments (Type and Number)	111	136	25	
Curriculum Allocations	132	182	50	
Location of Buildings	107	144	37	
Type of Buildings	108	119	11	

			* Numerical	
	Does	Should	Increase	Decrease
Supporting Services (Such as Printing, Duplicating, Purchasing, Machine-Data Processing)	79	146	67	
Dissemination of Education Information	182	248	66	
Setting Goals in Education	191	273	82	
Field-Testing and Evaluation in Education	112	220	108	
Implementation of Methods, Curricula, Programs, Materials	90	138	48	
Research Activities	150	257	107	
Teacher Education	130	199	69	
Development of Specific Programs	114	135	21	
Determination of Educational Objectives	147	231	84	
Identification of Problems or Obstacles to Goal Attainment	126	237	111	
Planning and Developing New Educational Programs	139	210	71	
Presenting One Budget for All Public Education with Recommendations to the Legislature	121	225	104	
Suggesting Legislative Improvement	191	273	82	
Conduct Research	140	218	78	
Determining or Coordinating Expansion Plans	150	234	84	

			* Numerical	
	Does	Should	Increase	Decrease
Centralized or Coordinated Data-Processing Services and Facilities	87	212	125	
Reviewing Budget Requests	195	214	19	
Common School (K-12) Education	123	167	44	
Public Post-High Vocational-Technical Education	166	223	57	
Public Post-High School Education	141	209	68	
Coordinating Public Community College Education	116	229	113	
Four-Year Colleges and Universities	149	199	50	
Prescribing or Determining Courses of Study	97	100	3	
Governing Internal Management of Other Agencies through Policies	65	91	26	
Directing, Creating, Merging, Consolidating, and/or Reorganizing School Districts	97	167	70	
Allocating Curriculum Responsibilities	79	137	58	
Teacher Certification	154	133		21
Articulation of Curricula	80	151	71	

An examination of the above Table indicates that a Coordinating Body could have increased responsibilities.

Only one general responsibility was identified that should be decreased from its present status. All other items, in varying amounts, were judged as needing more coordination by some sort of Coordinating Body. Narrative comments, however, suggest some cautions. For example:

> "...The idea of coordinating overall State educational activities would demand a great deal of localized study...Coordination with a great amount of local control and local responsibilities... local responsibilities at various levels should be coordinated but not necessarily controlled."

(3) Policy

Policy in this research was defined as the principles and guidelines which an organization and its personnel have agreed to, and are expected to observe. Written policy furnishes an effective guideline for the direction and administration of any organization.

Written policies of State education agencies, in general, are not readily available. Only the State Board of Education, State Department of Education and the State Vocational Division or Agency were judged by more than one-half of the sample as having readily-available, written policy.

TABLE 12. AVAILABILITY OF WRITTEN POLICY

	N = 159 LAY		N = 439 PROFESSIONAL		N = 598 TOTAL	
	#	%	#	%	#	%
State Board of Education	64	40	244	56	308	52
State Department of Education	83	52	288	66	371	62
State Vocational Division or Agency	66	42	280	64	346	58
Public Secondary Schools	52	33	206	47	258	43
County or Intermediate Education Districts	30	19	92	21	122	20
Area Vocational Schools	59	37	202	46	261	44
Technical Institutes	46	29	140	32	186	31
Community or Junior Colleges	59	37	157	36	216	36
State Board of Higher Education	43	27	123	28	166	28
Public 4-year Colleges and Universities	63	40	190	43	253	42
State Education Coordinating Unit	12	8	47	11	59	10

The perceived status of the educational policies and the policy-formulation process itself among State education agencies appears to be adequate. Although there is a close division, fifty-four percent (54%) of the sample responded favorably to this aspect of the policy.

TABLE 13. PERCEIVED STATUS OF POLICY AND POLICY FORMULATION PROCESS.

	LAY	PROFESSIONAL	TOTAL
Excellent	20	13	15 %
Satisfactory	32	41	39 %
Inadequate	39	39	39 %
Don't Know	8	7	7 %

Many comments from the narrative portion of the questionnaire provide valuable insights into the thinking of the sample regarding the current status of policy availability. Some illustrative comments were:

> "...basically superficial and outdated...
> ...need more comprehensive policies pulled together in one reference...
> too many policies are unwritten...
> ...information not accessible..."

(a) Decision-Making

Decision-making in education is highly complex. A wide range of variables must be weighed carefully during the process. Among the variables to be considered are the roles and responsibilities of other agencies in the same general field. The following Table summarizes the perceived consideration of this variable when State agencies are making decisions. According to the data, State agencies as a group usually give adequate consideration to the roles and responsibilities of other education agencies in the states.

TABLE 14. PERCEIVED CONSIDERATION OF OTHER AGENCIES WHEN MAKING DECISIONS

	LAY	PROFESSIONAL	TOTAL
Usually or Most of the Time	28	22	23%
Sometimes	26	26	26%
Usually Does Not	26	33	31%
Don't Know	20	19	19%

(b) Coordination of Policy-Making

It appears that the coordination of policy-making among the agencies is perceived as being satisfactory.

TABLE 15. EVALUATION OF THE COORDINATION OF POLICY MAKING AMONG AGENCIES

	LAY	PROFESSIONAL	TOTAL
Excellent	20	11	14%
Satisfactory	33	46	42%
Inadequate	35	36	36%
Don't Know	12	7	8%

(c) Policy Distribution

No State education agency appears to regularly and systematically distribute copies of their policy to the agencies in education.

TABLE 16. AGENCY DISTRIBUTION OF POLICY

	N = 159 LAY		N = 439 PROFESSIONAL		N = 598 TOTAL	
	#	%	#	%	#	%
State Board of Education	41	26	157	36	198	33
State Department of Education	52	33	199	45	251	42
State Vocational Division or Agency	43	27	176	40	219	37
Public Secondary Schools	17	11	78	18	95	15
County or Intermediate Education Districts	12	8	38	9	50	8
Area Vocational Schools	22	14	101	23	123	21
Technical Institutes	18	11	57	13	75	13
Community or Junior Colleges	22	8	66	15	88	15
State Board of Higher Education	14	9	42	10	56	9
Public 4-year Colleges and Universities	19	12	73	17	92	15
State Education Coordinating Unit	10	6	25	6	35	6

Narrative comments furnished by the sample also demonstrate there is a need for a systematic, orderly exchange of the policy of State education agencies. Several written comments stated that they had never received copies or seen statements of policy.

(d) Administration

The programs or administration of single State agencies did not appear to have undesirable effects upon other State agencies. Participants were asked to identify, by agency, if programs interfered with one another.

TABLE 17. PERCEPTION OF ADMINISTRATIVE PROGRAMS OF AGENCIES WITH INTERFERING OR UNDESIRABLE EFFECTS ON OTHER AGENCIES.

	N = 159 LAY		N = 439 PROFESSIONAL		N = 598 TOTAL	
	#	%	#	%	#	%
State Board of Education	23	14	69	16	92	15
State Department of Education	27	17	94	21	121	20
State Vocational Division or Agency	17	11	87	20	104	17
Public Secondary Schools	28	18	59	13	87	15
County or Intermediate Education Districts	19	12	42	10	61	10
Area Vocational Schools	21	13	85	19	106	18
Technical Institutes	9	6	55	13	64	11
Community or Junior Colleges	25	16	83	19	108	18
State Board of Higher Education	16	10	59	13	75	13
Public 4-year Colleges and Universities	34	21	94	21	129	22
State Education Coordinating Unit	13	8	39	9	52	9

Very small percentages resulted, and the narrative comments support the generalization that programs of administration of State agencies do not have undesirable effects upon other agencies.

A definition of administration must concern itself with many distinct, yet overlapping components. In this research, administration was defined as the conduct of functions such as planning, financing, policy application and so on. Participants were asked to identify areas of administration in need of improvement.

TABLE 18. AREAS OF ADMINISTRATION PERCEIVED TO BE IN NEED OF IMPROVEMENT

	N = 159 LAY		N = 439 PROFESSIONAL		N = 598 TOTAL	
	#	%	#	%	#	%
Policy-making	74	47	226	51	300	50
Policies	65	41	198	45	263	44
Finance	83	51	261	59	344	58
Staffing	54	34	197	45	251	42
Planning	67	42	255	58	322	54
Directing	48	30	132	30	180	30
Coordinating	91	57	301	69	392	66
Promoting	51	32	188	43	239	40
Communicating	89	56	319	73	408	68
Research Activities	49	31	224	51	273	46
Supporting Services	41	26	181	41	222	37
Buildings and Equipment	51	32	159	36	210	35

Inspection of the above Table indicates five general areas of administration that are perceived to be in need of improvement. Narrative comments throughout the data were also directed at these areas. It is interesting to note, with the exception of finance, that the identified areas are generally the variables investigated in this research.

Changes in the roles and responsibilities of education agencies that might improve occupational education programs were identified. Nearly eighty-four percent (84%) of the sample expressed the opinion that certain programs were needed and not currently available. Many specific suggestions were provided, and these will be discussed later.

Over seventy percent (70%) of the sample stated they could identify programs that were currently inadequate. Problems of coordination, shortness of offerings, and the entire problem of providing meaningful education to all children were representative concerns of the sample.

There does not appear to be much duplication of programs even though a slight percentage advantage exists. Slightly more than half (50.67%) of the sample felt that programs or courses were being unnecessarily duplicated. This slight a margin did not provide a realistic basis for a strong statement regarding duplication when the narrative comments were considered.

(4) Process of Change in Education

This section of the research dealt with perceptions of the sample in regard to seven basic types of activities characteristic of the change process.* Participants identified change areas that were significantly strong, weak, missing, duplicated or where change was merited. An attempt was made to identify one of these descriptions associated with the change process. The sample was then asked to identify activities in the change process where change might be needed. The following Table presents the activities and percent of the sample identifying the particular activity as in need of change.

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* See Appendix for definitions.

TABLE 19. SEGMENTS OF CHANGE PROCESS WHERE CHANGE IS NEEDED.

	N = 159 LAY		N = 439 PROFESSIONAL		N = 598 TOTAL	
	#	%	#	%	#	%
Setting Goals in Education	105	66	301	69	406	68
Identifying Problems and Establishing Priorities	114	72	368	84	482	81
Conducting Research	71	45	300	68	371	62
Designing New Programs	88	55	333	76	421	70
Field-Testing and Evaluating Programs	84	53	324	74	404	68
Publicizing and Disseminating Results of Field-Testing Strengths and Weaknesses in Education Programs, Methods and Materials	89	56	327	74	416	70
Adoption (Implementation) of Education Programs, Methods and Materials	87	55	304	69	391	65

The process of change as carried out by the various State agencies was also investigated. Five State agencies were identified as being in need of change. The following Table presents this data.

The data presented indicates that a comprehensive attack on the change process is needed. All activities in the change process are in need of attention by most State agencies. Narrative comments identified specific weaknesses, field-testing for example. It is essential, if progress is to result, that change is made on a systematic, realistic basis with a strong base of support, both financial and knowledge.

TABLE 20. AGENCIES INVOLVED IN CHANGE PROCESS ACTIVITIES PERCEIVED TO BE IN NEED OF CHANGE

	N = 159 LAY		N = 439 PROFESSIONAL		N = 598 TOTAL	
	#	%	#	%	#	%
State Board of Education	87	55	261	60	348	58
State Department of Education	108	68	351	80	459	77
State Vocational Division or Agency	102	64	341	78	443	74
Public Secondary Schools	90	57	300	68	390	65
County or Intermediate Education Districts	54	34	165	38	219	37
Area Vocational Schools	75	47	289	66	364	61
Technical Institutes	53	33	207	47	260	43
Community or Junior Colleges	52	33	193	44	245	41
State Board of Higher Education	36	23	127	29	163	27
Public 4-year Colleges and Universities	56	35	187	43	243	41
State Education Coordinating Unit	18	11	64	15	82	14

b. Individual State Findings

The following pages include the findings of each of the sixteen participating states in the research concerning the Organization for Education. The findings are included as they were reported to each state and have been modified only when such findings would obviously reveal the identity of the state.

(1) Report for State 1 Based on Data from Group Interview Guide

INTRODUCTION

One essential for the improvement of instruction in education institutions is to first improve the definition of respective roles and responsibilities, policies, organization and administration of a state's education system. A single state system often includes many distinct components with both distinct and overlapping responsibilities.

This research investigated the above assumption, dealing with (1) occupational education and (2) educational activities having a direct influence upon students, grades 9-14, particularly those in public schools.

Included is a summary of the data obtained from the Group Interview Guides from State 1, which identifies the perceptions and opinions of respondents pertaining to roles, responsibilities and interrelationships among those institutions and agencies providing occupational education. The report is organized in four sections to be descriptive of the responses to questions about: (1) Foundations, (2) Coordination, (3) Policy, and (4) Process of Change. From this focus, the following will result:

(1) The identification of significant issues in the State's educational structure.

(2) The identification of questions to be answered.

(3) The identification of areas of conflict among various State educational agencies.

(4) The identification of "gaps" in educational responsibility by agencies in the State.

(5) The identification of the current status of the overall organization for education in the State.

Description of Sample

The design of the research project is based upon the belief that what the general public believes and desires is of major importance. Individuals were invited to participate from a cross-section of the public. The information gathered was analyzed and identified by three categories of information:

(1) The perceptions of various facets of the system as it now operates.

(2) The concepts of what would be the ideal system.

(3) The opinions and suggestions concerning changes which may be both desirable and feasible.

It was the intent to identify issues, problems, gaps and overlaps among the many educational agencies.

Personal Data Tabulation

In State 1, forty-two individuals participated in a group session for the purpose of completing the interview guide. Of the 42, only eight individuals were under the age of forty. Thirty-five held college degrees and the remaining seven had some college education. The group was divided almost equally regarding location of work and where they had lived most of their lives--one-half the sample being employed and living in a rural area and the other half employed and living in an urban setting.

One person was a member of a local board of education. Nine indicated membership on various advisory boards, with seven of these identified with State-level advisory boards.

Twenty-six individuals had teaching experience with eight in general education only; the remaining eighteen had experience in both general and vocational education.

Twenty-five individuals reported administrative experience evenly distributed between general and vocational education.

FOUNDATION FOR THE STATE'S EDUCATION SYSTEM

The foundation for the State's education system includes the legal statutes enacted by the legislature, the philosophy and objectives of the respective education agencies and institutions, their respective roles and responsibilities and the way such areas are allocated among the agencies and institutions concerned. Questions in this section of the research were directed to obtain respondents' perceptions regarding these aspects of the State 1 educational program.

State Structure for Education

The pattern of organization in State 1 is typical of those found throughout the country. The research data indicated that some changes might be desirable. A majority (78.5%) of the sample favored changes in existing laws to make education more pertinent to students, to remove unnecessary duplications, to improve efficiency and economy and to fill existing gaps.

TABLE 21. PERCENT FAVORING CHANGE IN EXISTING LAWS OF STATE EDUCATION AGENCY.

STATE EDUCATION AGENCY	PERCENTAGE FAVORING CHANGE IN LAW
State Board of Education	24
State Department of Education	49
State Vocational Division	33
Public Secondary Schools	58
County or IED District	39
Area Vocational Schools	42
Technical Institutes	27
Community Colleges	39
State Board of Higher Education	27
Public 4-year Colleges and Universities	30
State Education Coordinating Unit	18

Public Secondary Schools

A majority of respondents favored revision of statutes related to public secondary schools. This concern was also reflected in the narrative comments that were solicited by this research. Concerns expressed fell into three main categories: (1) Curriculum and counseling, (2) Consolidation or reorganization, and (3) Fiscal matters.

Curriculum and Counseling

Respondents felt that students should receive more counseling, more occupational instruction, and the alternatives of vocational and technical schools explained better by counselors. A quote from one respondent:

> "...many school counselors appear to be degree orientated."

School counselors are in a unique position to provide assistance to high school students who are in the process of making career decisions. Various alternatives must be explained to the many students who are not college bound. Curriculum issues identified are closely related to the counseling question. Several respondents stressed the need for "comprehensive" high schools and strengthening of existing programs to place greater emphasis on those who do not finish high school or go on to college. It appears that the respondents were concerned with the "relevancy" of the education received by the non-college-bound portion of the high school population.

Consolidation and Reorganization

A number of respondents provided narrative comments concerned with the continuing problems of small schools, and their inability to provide a comprehensive program of instruction and counseling. Small high schools are often unable to provide the necessary activities, options and opportunities that are available to students in nearby, comprehensive schools.

Fiscal and Legal Matters

The final category identified by respondents was concerned with tighter control of secondary schools' expenditure of funds, accreditating procedures, and a clear identification of the function and authority of the State's public secondary high schools.

State Department of Education

Nearly one-half (49 percent) of the respondents favored a change in existing laws regarding the State Department of Education. Many suggestions were offered that dealt with the State Department's role in relation to other agencies. For example:

> "...establish a division in the State Department of Education to assume duties presently assigned to Intermediate Education Districts as well as direct supervision of community junior colleges."

Respondents were concerned with a general upgrading of instructional services to all areas by reorganization and change in fiscal policy. A definite need was suggested to redefine areas of responsibility for education at all levels. The data indicated that equal educational opportunities for all citizens had not been achieved.

Apparent Philosophy and Objectives

A large majority of the respondents said they were aware of a need for change in the apparent philosophy and objectives of the various educational agencies in State 1. Eighty percent (80%) felt that one or more of the State agencies was in need of change. This ranged from only about six percent (6%) who felt a change was needed in philosophy of the State Education Coordinating Unit to a high of seventy-six percent (76%) who expressed concern with the public secondary schools. This indicated that not only were the respondents concerned with the laws and statutes of the high schools, they were also concerned with the basic philosophy and objectives of the State's high schools.

The narrative comments related to philosophy and objectives were surprisingly similar to those on the previous section which dealt with laws and/or statutes. Many of the same concerns were expressed, only there were more of them that were quite explicit regarding counseling, curriculum offerings, the need for comprehensive high schools, the elimination of some small schools and a more practical approach to the problem of the non-college-bound student. Several comments were directed toward the importance of establishing some realistic, long-range goals as opposed to a year-to-year crisis-based program.

There appeared to be some deep concern with the current direction of the public secondary schools in State 1. The data indicated that an agreed-upon philosophy of public secondary education needs to be established. Once this has been established, the necessary laws must be developed that will provide a comprehensive high school to the youth of the State. Judging from the response received in this research, the large number of small high schools in State 1 presents a problem that must be solved.

Nearly one-half of the sample expressed concern with the apparent philosophy and objectives of the State Department of Education. An examination of the narrative, open-ended comments regarding this agency point to the need for a state plan that would give direction to all educational institutions in State 1, and provide coordination between elementary, secondary, and higher education in the State. (This entire matter of coordination will be dealt with later in this report.) The importance and direction of goals for the State Department of Education can be summarized by this item taken from a questionnaire:

> "...probably the State Board of Education could present guidelines for implementing courses of study in academic subjects that will more nearly meet the needs of those students who do not go on to college. It seems to me this emphasis should come before a concentration on area vocational schools and other post-high school institutions. Local school districts should consider making courses of study relevant to student needs."

A suggestion to attack this problem, that also strikes at a probable source of the problem, was stated:

> "...Lack of coordination is due to small staffs with many responsibilities--insufficient time to coordinate areas..."

The coordination of agencies by a single State-level Education Coordinating Council or Super Board was an organizational concept explored in this research. Slightly over one-half (55%) of the State's respondents favored this concept. They felt that the Coordinating Body should have jurisdicational or coordinatingauthority over the agencies listed in the following Table.

TABLE 23. AGENCIES CURRENTLY BEING COORDINATED BY A COORDINATING BODY AS REPORTED BY RESPONDENTS.

AGENCY	PERCENT FAVORING COORDINATION
Area Vocational Schools	96
State Department of Education	91
State Vocational Division	91
Public Secondary Schools	91
Technical Institutes	87
Intermediate Education Districts	74
Community or Junior Colleges	69
Public 4-Year Colleges or Universities	65
State Board of Education	57
State Board of Higher Education	52
State Education Coordinating Unit	30

There seems to be some conflict on the creation of a Super Board. Respondents expressed concern over investing too much power in one single board. The idea of a Super Board did not receive strong support in the narrative comments. However, the concept of an over-all Coordinating Council, advisory in nature, was mentioned by several of the respondents. It appears that respondents believed that better coordination would result in a better utilization of the State's resources.

It appeared that many of the respondents assumed that the current Coordinating Body referred to the State Department of Education as it is currently coordinated by the State Board of Education. This assumption was then used to respond to the questionnaire items which dealt with the coordinating responsibilities it should have. The following table summarizes the number of respondents who reported that the Coordination Body does have and should have a particular responsibility, and also the percentage decrease or increase in that particular authority as perceived by the sample.

The previous quote from a questionnaire points out the problem of attempting to deal with each of the State agencies as a separate entity. The agencies are interrelated, just as the problems of philosophy and objectives are interrelated. Considerable evidence exists that the public secondary schools in State 1 are of concern to the professional leadership in the state. Officials of these schools and the State Department of Education need to develop a mutually-agreed-upon set of guidelines that will meet the needs of a larger segment of the State 1 high school population.

Roles and Responsibilities

Nearly two-thirds of the sample expressed the opinion that there was a need for change in the roles and responsibilities of the various agencies and institutions in State 1. One-half or more of the respondents identified the following State agencies as in need of change:

(1) State Department of Education (50%).

(2) State Vocational Division or Agency (50%).

(3) Public Secondary Schools (54%).

(4) Area Vocational Schools (50%).

Specific suggestions were offered which provide additional insight into the problem. Two representative items were:

> "...establish and promote a plan of communication within the affected agencies to provide better coordination of the total efforts and thinking of involved personnel."

> "...better coordination between State agencies to allow students, regardless of county residence, a choice between college preparatory and vocational-type secondary training in the public schools."

These quotes are presented to illustrate the continuing concern of residents of State 1 with the problems of the secondary school. The data indicated that there is great concern regarding these schools, and the roles and relationships of several other agencies toward them.

In particular, the roles and responsibilities of the State Vocational Division, State Department of Education, and area vocational schools were crucial in the minds of the respondents. These agencies, in addition to the already discussed public secondary schools, were identified by one-half of the respondents as needing change. There appears to be a greater need for directed program planning that will avoid duplication of effort, attention and resources.

Summary of Foundation for the State's Education System

This portion of the research focused on the foundation for the State's educational program. This included legal statutes, philosophy and objectives of educational agencies and institutions, their respective roles and responsibilities, and the way such areas are allocated among concerned agencies and institutions. Participants were asked basically to give their perceptions of specific items relating to existing agencies and to suggest desired changes and modifications in the present operating pattern.

One fact keeps emerging from the data. Regardless of the questionnaire item, respondents continued to identify the public secondary schools as a source of prime concern. Whether the question was directed at roles and responsibilities, legal statutes, or desirable changes--concern over the high school emerged. The major concerns with public secondary high schools centered around many aspects of the curriculum, inadequate counseling for vocational education, and the need for comprehensive high schools which might be obtained through some reorganization and consolidation of small high schools.

COORDINATION

The coordination of various agencies charged with similar responsibilities is a perplexing problem in any organization, regardless of its size. In a political entity as complex as State 1, the problem of coordination assumes vast proportions. Coordination as studied in this research refers to relating, allocating and integrating various factors and functions among the respective educational agencies and institutions in the State. This might involve finance, budgets, curriculum and many other related educational matters.

Many agencies in State 1 are currently charged with the coordination of two or more educational agencies and/or institutions according to the responses recorded on the questionnaire. Eighty-six (86) percent indicated that such an official agency existed. However, an examination of written comments from the sample indicated that some confusion exists regarding the existence of an agency charged with the responsibility of coordination of more than one educational agency. Many narrative responses directed themselves to particular duties of single agencies, or decried the lack of such a coordinating agency. A typical response was:

> "...not one agency to do this in fact. Area vocational schools administered under State Department of Vocational Education. Junior college programs under local boards coordinated in certain areas by CCHEF which acts as State jc board. Teacher-training institutions still another set-up."

Mention was made, however, of some preliminary steps in the formation of such an agency. It was reported that a Coordinting Body presently has some jurisdiction and/or coordinating reponsibility over those agencies reported in Table 22.

TABLE 22. AGENCIES THAT SHOULD BE UNDER THE JURSIDICTION OF A STATE-LEVEL EDUCATION COORDINATING COUNCIL OR SUPER BOARD.

STATE AGENCY	PERCENT RESPONSE
State Board of Education	36
State Department of Education	56
State Vocational Division	50
Public Secondary Schools	53
Intermediate Education Districts	31
Area Vocational Schools	50
Technical Institutes	39
Community or Junior Colleges	31
State Board of Education	11
Public 4-Year Colleges & Universities	36
State Education Coordinating Unit	8

Some of the confusion regarding this point might be explained by the fact that school boards,for example, have responsibility for elementary, secondary and, in some cases, vocational schools. Also the State Board of Education has assigned, legal responsibilities for the operation of many programs within the State. This was evidenced by the questionnaire response,"...State Board is charged with the administration of too many state programs."

One fact emerged from the data. Two-thirds of the respondents reported that there is currently no really effective Statewide coordination and articulation of the several areas or levels of vocational-technical education. Even though the State Board of Education and the Vocation Board are the same, it appears that a lack of coordination exists. This does not imply that the State Division of Vocational Education does not attempt to coordinate programs through the administration of vocational-technical funds, but the problem is much deeper than this single agency. Respondents pointed out that areas of responsibility seem to be poorly defined, areas appeared to be operating without knowing what others were doing and concurred that improvement was definitely needed. As one person stated:

> "...Community colleges, 4-year colleges, universities--each operates independently of each other in programming and any coordination between these and the other levels is accidental or by good management assuming unassigned responsibility."

TABLE 24. CURRENT AND PROJECTED COORDINATING AND JURISDICTIONAL RESPONSIBILITIES OF A COORDINATING BODY.

COORDINATING OR JURISDICTIONAL RESPONSIBILITY	HAS THIS	SHOULD HAVE THIS	PERCENT INCREASE	PERCENT DECREASE
Policy-Making	19	14		15
Finance Determination of Coordination	23	14		38
Staffing	12	18		20
Planning	15	18	9	
Promoting	13	14	4	
Program Allocation	9	13	18	
Enrollments	4	8	33	
Curriculum Allocations	7	10	18	
Communications	13	17	13	
Location of Buildings	7	6		8
Type of Buildings	7	5		17
Supporting Services	5	5		
Dissemination of Education Information	14	19	15	
Setting Goals in Education	15	21	17	
Field-Testing and Evaluation In Education	11	15	15	
Implementation of Methods, Curricula, Programs, etc.	8	16	33	
Research Activities	12	21	27	
Teacher Education	9	16	28	
Development of Specific Programs	11	10		5
Determination of Educational Objectives	8	15	30	
Identification of Problems or Obstacles to Goal Attainment	7	14	33	

COORDINATING OR JUSRISDICTIONAL RESPONSIBILITY	HAS THIS	SHOULD HAVE THIS	PERCENT INCREASE	PERCENT DECREASE
Planning and Developing New Educational Programs	12	18	20	
Presenting One Budget for All Public Education with Recommendations to the Legislature	10	15	25	
Suggesting Legislative Improvement	15	19	12	
Conduct Research	4	18	64	
Determining or Coordinating Expansion Plans	8	17	36	
Centralized or Coordinated Data-Processing Services and Facilities	8	12	20	
Review Budget Requests	16	17	3	
Common School (K-12) Education	11	16	19	
Public Post-High Vocational-Technical Education	14	16	7	
Public Post-High School Education	8	15	33	
Coordinating Public Community College Education	5	14	46	
Four-year Colleges and Universities	4	11	46	
Prescribing or Determining Courses of Study	10	7		18
Governing Internal Management of Other Agencies through Policies	4	5	11	
Directing, Creating, Merging, Consolidating, and/or Reorganizing School Districts	3	14	65	
Allocating Curriculum Responsibilities	4	8	33	

COORDINATING OR JURISDICTIONAL RESPONSIBILITIES	HAS THIS	SHOULD HAVE THIS	PERCENT INCREASE	PERCENT DECREASE
Teacher Certification................	14	12		8
Articulation of Curriculum............	5	11	37	

A cursory examination of the above Table shows that the Coordinating Body should have increased responsibilities according to the sample. Few responsibilities were identified that should be decreased from their present status. The most striking of these is the determination or coordination of finance matters. Other items identified as desirably having decreased responsibility were policy-making, staffing, buildings (type and location), teacher certification and program development and prescription. Many of the same items were also identifiable in the open-ended comments furnished by respondents. It appeared that the State 1 sample desired these particular responsibilities to remain the prerogative of an individual institution, agency or board. As one participant stated:

> "....The idea of coordinating overall State educational activities would demand a great deal of localized study...Coordination with a great amount of local control and local responsibilities...local responsibilities at various levels should be coordinated but not necessarily controlled."

Another individual stressed the importance of advisory coordination to retain an element of local control and interest.

The largest number of items in the above Table were judged as needing more coordination by a Coordinating Body. One item in particular was directly related to a previous discussion in the first section of this report. It is apparent that some agency needs to assume the responsibility to direct, create, merge, consolidate and/or reorganize existing school districts. This was identified as a sixty-four per cent increase in need for jurisdiction of coordination. One respondent stated the problem in these words:

> "...To me, many of our (rural) secondary districts suffer because of lack of funds, equipment, etc., while metropolitan districts provide better college preparatory programs. High school vocational programs seem adequate in three or four highly populated areas of the State, but are inadequate in nearly all rural areas..."

Another item from Table 24 that warrants discussion is the conduct of research. Sixty-four percent (64%) of the sample expressed the opinion that the Coordinating Body should assume more responsibility and jurisdiction over the conduct of research.

Summary of Coordination Data

There appeared to be no single agency in State 1 at the present time charged with the coordination of the varied agencies with educational responsibilities. The data indicated no really effective Statewide coordination and articulation of the several levels or areas of vocational-technical education. Respondents further pointed out that areas of responsibility seem to be poorly defined, certain areas appeared to be operating without knowing what the others are doing, and generally concurred that definite improvement was needed.

To explore the concept of Statewide coordination, participants were asked if they favored the formation of an Educational Coordinating Council, or Super Board. Over one-half of the respondents favored this idea. However, they were reluctant to release too much authority or too much power to a single board. Many similar qualifications of the Super Board concept were expressed in narrative, open-ended comments.

Responsibilities were identified that a Coordinating Body currently has, and those it ideally should have. Items that have traditionally been left to local control, (i.e., policy-making, staffing, buildings [type and location], and program development and prescription) should receive less coordination and jurisdiction from a single State Coordinating Agency. The most striking proposed curtailment of responsibility would be those areas related to fiscal matters.

A large number of responsibilities needing more coordination on a Statewide level were identified. The conduct of research apparently needs much more coordination and jurisdiction than it currently has. One other item clearly identified as needing more coordination is the reorganization, merging, and creation of new school districts from existing ones. The problem of small school districts was mentioned in the previous portion of this report as related to Foundation for Education. It can be concluded that school reorganization in State 1 was of real concern to the participants in this research.

POLICY

Policy in this research was defined as the principles and guidelines which an organization (including its personnel) has agreed to, and is expected to observe. Written policy furnishes an effective guideline for the direction and governing of any organization.

Written policies of State education agencies in State 1 are, in general, readily available. The following agencies were designated, however, as not having readily-available written policy:

(1) Intermediate Education District (14%).

(2) State Board of Higher Education (24%).

(3) Community Colleges (33%).

(4) Public Secondary Schools (36%).

The perceived status of the education policies and the policy-formulation process itself among educational agencies and institutions appears to be slightly inadequate.

TABLE 25. OPINION OF ADEQUACY OF AGENCY POLICY AND POLICY-FORMULATION

CATEGORY	PERCENT
Excellent	20
Satisfactory	32
Inadequate	46
Don't Know	2

Only an extremely small portion of the sample expressed no opinion on this question. The majority of respondents felt that the policy or policy-formulation process in general was unsatisfactory. Many comments were given that provide a valuable insight into the thinking of the sample regarding the current status of policy in some of the State education agencies. Some illustrative comments were:

> "...same to a limited degree...basically superficial and outdated...one of the large weaknesses of the State."

> "...need more comprehensive policies pulled together in one booklet...many policies unwritten and scattered in various documents."

> "...inadequate as far as continuity is concerned."

> "...make information more accessible."

> "...those existing usually not readily available, vague, incomplete, and limited in total application."

It appeared that each State agency, and particularly those identified previously in this section of the report, should make a thorough examination of their existing written (and unwritten policy as to their relevance, applicability, and agreement with other agencies, and with their own unique realm of responsibility.

Decision-Making

Decision-making in education is a complex process. A myriad of variables must be considered when a decision is in the process of being made. According to the data, State agencies as a group usually do not give adequate consideration to the roles and responsibilities of other education agencies in the State.

TABLE 26. PERCEPTION OF THE AWARENESS OF ROLES AND RESPONSIBILITIES OF OTHER AGENCIES WHEN MAKING DECISIONS.

CATEGORY	PERCENT
Usually or Most of the Time	14
Sometimes	22
Usually Does Not	38
Don't Know	26

Written comments suggested that this problem might be a structural one due to the several separate boards and agencies with no overall State master plan spelling out broad areas of responsibilities. This indicated that lines of communication between the many State agencies need to be developed, maintained, and utilized in the decision-making process. One method of doing this formally was discussed previously, and there appeared to be some qualifications about the acceptance of the Super Board concept of Statewide coordination.

It appeared that the coordination of policy-making among the agencies in State 1 was perceived as being satisfactory. Two-thirds of the respondents expressed a favorable opinion toward this coordination between agencies. There seemed to be little disagreement with the way policy-making is carried out as compared to the manner in which decisions are made.

Although the majority of the State agencies have readily-available written policies, few of them appeared to regularly and systematically distribute copies of their policies to other agencies in education.

TABLE 27. PERCEIVED DISTRIBUTION OF POLICY OF OTHER STATE AGENCIES IN EDUCATION.

STATE EDUCATION AGENCY	PERCENT DISTRIBUTING
State Board of Education	48
State Department of Education	55
State Vocational Division	31
Public Secondary Schools	12
Intermediate Education Districts	2
Area Vocational Schools	31
Technical Institutes	24
Community Colleges	12
State Board of Higher Education	2
Public 4-Year Colleges and Universities	19
State Education Coordinating Unit	7

Narrative comments furnished by respondents also demonstrated there is need for a systematic, orderly exchange of the policy of State education agencies. Several written comments stated that they had never seen statements of policies from other agencies.

Administration

The programs or administration of a single State agency did not seem to have an undesirable effect upon other State agencies. Participants were asked to identify, by agency, if their program interfered with others. No more than twenty-six percent (26%) of the responses were identified with a single agency. The narrative comments supported this conclusion.

A definition of administration must concern itself with many distinct components. In this research, administration was defined as the conduct of functions such as planning, financing, policy application and so on. Participants were asked to identify areas of administration that needed improvement.

TABLE 28. PERCEPTION OF ADMINISTRATIVE AREAS IN STATE AGENCIES THAT NEED IMPROVEMENT.

ADMINISTRATIVE AREA	PERCENT RESPONDING
Policy-making	48
Policies	41
Finance	79
Staffing	57
Planning	41
Directing	29
Coordinating	64
Promoting	41
Communicating	79
Research Activities	57
Supporting Services	38
Buildings and Equipment	41

Inspection of the above Table indicates that improvement is desired in the areas of finance, communicating, and coordinating. Other areas receiving mention by more than one-half of the sample were staffing and research activities. The problems related to communications and coordination have previously been discussed, but the importance of these two elements cannot be over-emphasized. Finance, of course, is always of prime concern when suggestions for improvements are solicited. Narrative comments throughout the data were directed at the problem of staffing and research and their relation to finance and program support. Data reported in the above Table are no exception. Financial support of the education programs must be at a level that will enable the programs to provide a full range of administrative services to fulfill their obligation to the State and its citizens.

Changes were identified in the roles and responsibilities of education agencies that might improve vocational education programs. Eighty-six percent (86%) of the sample expressed the opinion that there are vocational, technical, or occupational education programs which are needed and not currently available. Specific suggestions included:

(1) Establish community colleges in more areas.

(2) Provide a variety of health occupations programs.

(3) Provide more technical training at high school level.

(4) Provide a program for industrial sewing.

(5) Provide on-the-job training.

(6) Expand vocational-technical schools and build more.

Seventy-four percent (74%) of the sample stated they could identify programs that were currently inadequate. Problems of coordination, research in curriculum, shortness of offerings, lack of facilities, small school districts, and the complexity of the entire problem of providing a meaningful education to all children were representative concerns of the group. The only specific program mentioned as being inadequate was education for the disadvantaged.

There appeared to be no unnecessary duplication of programs or courses currently being offered at more than one place. This statement was supported by sixty-seven percent (67%).

Summary of Policy Data

Written policies of State education agencies were available, in general, to other education agencies. Some State agencies were judged by respondents as not having readily-available policies, but the majority of the agencies appeared to furnish their policies on request. There appeared to be a need, however, for State education agencies to systematically distribute, up-date, and make available their policies.

An evaluation of agency policy indicated that it is slightly inadequate. In general, respondents felt that the process of policy formulation was satisfactory.

State agencies in State 1, as a group, usually do not give adequate consideration to the roles and responsibilities of other education agencies when making decisions. This perception indicated that lines of communication between State agencies needed to be further developed, maintained, and utilized in the decision-making process. This conflict does not appear to exist in the coordination between agencies in policy-making. Administrative programs of varying State agencies also did not conflict or have an undesirable effect on other State agencies.

Administrative areas were identified that needed improvement according to the perceptions of the sample. These were finance, communicating, coordinating, staffing, and research activities.

Changes in roles and responsibilities which might improve education programs were solicited. Some specific suggestions for change were drawn from the data, but in general, the small number of suggestions could not be interpreted as strong support for any one program or a single change.

PROCESS OF CHANGE IN EDUCATION

This section of the research is concerned with the perceptions of the sample in regard to seven kinds of activity that are characteristic of the change process in education. Participants were asked to identify those areas in the process of change that were significantly strong, weak, missing, unnecessarily duplicated, or where some change was merited. An attempt was made to identify one of these descriptions associated with the change process. The sample was then asked to identify activities in the change process where change might be needed. The following Table presents the activities and the percent of respondents identifying the activity as in need of change.

TABLE 29. PERCENT OF RESPONDENTS SUGGESTING CHANGE IN THE ACTIVITIES OF THE CHANGE PROCESS.

CHANGE PROCESS ACTIVITIES	CHANGE NEEDED
Setting Goals in Education	71
Identifying Problems, Establishing Priorities	86
Conducting Research	67
Designing New Programs	69
Field-Testing and Evaluating Programs	72
Disseminating Information	74
Implementation of Programs	64

The process of change as carried out by the various State education agencies was also investigated. Agencies involved in the change process activities in which change is needed were the following:

(1) State Board of Education (62%).

(2) State Department of Education (74%).

(3) State Vocational Division (79%).

(4) Public Secondary Schools (69%).

(5) Intermediate Education Districts (36%).

(6) Area Vocational Schools (60%).

(7) Technical Institutes (55%).

State education agencies not mentioned were:

(1) Community or Junior Colleges.

(2) State Board of Higher Education.

(3) Public 4-Year Colleges and Universities.

(4) State Education Coordinating Unit.

The numbers in parentheses refer to the percentage of respondents identifying a particular agency as needing change in one or more of the activities in the change process.

Summary of Process of Change Data

The data presented above and an examination of the narrative comments presented by participants point out the need for a more comprehensive attack on the change process. It appeared that all activities in the process of change were in need of attention by most State agencies. Narrative comments pointed out that more field-testing, for example, is sorely needed. It is essential, if progress is to be made, that a coordinated set of goals for vocational education be established. These goals should be based upon a thorough and ongoing assessment. Priorities must be established and thoughtful planning initiated to meet these. As new programs are developed, other related state agencies should be made aware of their possibilities in order to avoid duplication of effort, resources and programs.

Personal Data Tabulation

Name of State: State 1

Number: 42

	Under 40	40 - 50	Over 50
Age	8	22	12

	Some High Sch.	High School G.	Some College	College Degree
Highest Education Level Completed	0	0	7	35

	No	Local	State	Other
Are you now a member of a Board of Education?	41	1	0	0

	No	Local	State	Other
Are you now a member of an Advisory Board?	32	2	7	1

Previous Work Experience:	Frequency	Mean No. Years
(1) Professional (Medicine, Dentistry, etc., do not include employment in education)	5	18.8
(2) Agriculture Production	3	14.3
(3) Manager or Proprietor	3	6.0
(4) Sales	3	5.0
(5) Office Occupations (e.g., secretarial, clerical, etc.)	3	5.0
(6) Craftsman	5	14.8
(7) Service Occupations	2	2.0
(8) Unskilled Laborer	0	0.0
(9) Military	13	5.7
(10) Housewife	1	26.0

Personal Data Tabulation (cont.):

Approximate number of years of teaching experience in;

	Frequency	Mean No. Years
(a) General Education.............	8	9.9
(b) Vocational Education.........	11	14.0
(c) Both Areas....................	7	21.3

Approximate number of years of experience in educational administration in;

	Frequency	Mean No. Years
(a) General Education.............	13	10.0
(b) Vocational Education..........	12	13.4
(c) Both Areas....................	2	12.5

	Urban Area*	Rural Area**
Where have you lived most of your life?	21	21
Where has most of your work experience been?	21	21

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* Population over 50,000
** Population under 50,000

Definitions

Following are listed a number of words used in this report; they are defined to indicate their meaning as used in this research.

Administration: Conduct of functions such as planning, financing, policy application, organizing, staffing, coordinating, communicating, directing and promoting.

Communicating: Giving and receiving information via any media.

Consulting: Advising, recommending.

Coordination: Relating and integrating various aspects of programs and projects.

Directing: Instructing, ordering or leading to achieve goals.

Disseminating: Distributing information concerning methods, materials and curricula.

Field-Testing (Evaluation): Critical study of ideas, materials and methods (appraising, rating and examining).

Financing: Fiscal planning, managing, allocating, controlling and securing revenue.

Foundation: The "Foundation" for the state's education system includes the legal statutes, enacted by the Legislature, the philosophy and objectives of the respective education agencies and institutions, their roles and responsibilities and the way such areas are divided or allocated among the agencies and institutions concerned.

Goal Setting: Identifying, defining and agreeing upon objectives.

Implementing: Putting into practice or adopting methods, materials and curricula.

Inter-Agency: Between or among agencies (contrasted with "intra-agency" meaning within).

Law or Legal Statute: An established law passed by a Legislative body.

Occupational Education: Whatever education is needed by those eight out of every ten students who will not receive a baccalaureate degree.

Organizing: Structuring patterns for deployment of people and for their activities.

Philosophy and Objectives: The general principles governing and determining what the agency or institution tries to become and accomplish.

Planning: Devising, designing and projecting methods, system, manner or arrangements to achieve objectives.

Policy Formulation: Identifying, defining and establishing agreement concerning principles and guidelines which an organization shall follow.

Problem Definition: Identifying obstacles or unsatisfactory situations (including finance, methods, materials, curricula, administration, training and progress) which interfere with adequate and timely attainment of goals.

Program Development: Inventing, devising, and refining combinations of methods, materials and subject matter.

Promoting: Stimulating and encouraging activities and projects.

Researching: Seeking new or better methods, materials, procedure or subject matter.

Roles and Responsibilities: The functions which the agency or institution is supposed to fulfill and the part which it plays or fills in the system of education.

Staffing: Selecting, recruiting and placing employees.

Statistical Research: Analyzing and measuring on a quantitative basis.

(2) Report for State 2 Based on Data from Group Interview Guide

INTRODUCTION

One essential for the improvement of instruction in educational institutions is to first improve the definition of respective roles and responsibilities, policies, organization and administration of a state's educational system. A single state system often includes many distinct components with both separate and overlapping responsibilities.

This research investigated the above assumption dealing with (1) occupational education and (2) other educational activities having a direct influence upon students, grades 9-14, primarily in the public schools.

Included is a summary of the data obtained from the Group Interview Guides from State 2, which identifies the perceptions and opinions of respondents pertaining to the roles, responsibilities and interrelationships among those institutions and agencies providing occupational education. The report is organized in four sections to be descriptive of the responses to questions about: (1) Foundations, (2) Coordination, (3) Policy, and (4) Process of Change. From this focus, the following will result:

(1) The identification of significant issues in the State's educational structure.

(2) The identification of questions to be answered.

(3) The identification of areas of conflict among various State educational agencies.

(4) The identification of "gaps" in educational responsibility by agencies in the State.

(5) The identification of the current status of the overall organization for education in the State.

Description of Sample

The design of the research project is based upon the belief that what the public believes and desires is of major importance. Individuals were invited to participate from a cross-section of the public. The information collected was analyzed and identified by three major catagories of information:

(1) The perceptions of various facets of the system as it now operates.

(2) The concepts of what would be the ideal system.

(3) The opinions and suggestions concerning changes which may be both desirable and feasible.

It was the intent to identify issues, problems, gaps and overlaps among the many educational agencies providing service in the State.

Personal Data Tabulation

In State 2, 28 individuals returned their questionnaires. This was a forty-seven percent (47%) response. Of the 28, only ten were under the age of 40, 12 were between 40 and 50, and the remaining six were 50 years of age or over. Only one member of the sample did not have any college-level work. In fact, 24 held one or more college degrees. Only three members of the sample indicated they were members of boards of education at either the local or State level. Nine members of the sample indicated that they are currently members of an advisory board. The work location of the sample was evenly divided between rural areas and urban areas, whereas the majority of the sample lived in a rural area.

Eighteen members of the sample reported teaching experience in both general education and vocational education, separately, while five members of the sample reported teaching experience in both general areas. Eighteen individuals reported administrative experience; however, only one person in the sample reported administrative experience in both vocational and general education.

FOUNDATION FOR THE STATE'S EDUCATION SYSTEM

The foundation for the State's education system includes the legal statutes enacted by the legislature, the philosophy and objectives of the respective education agencies and institutions, their respective roles and responsibilities and the way such areas are allocated among the agencies and institutions concerned. Questions in this section of the research were designed to obtain respondents' perceptions regarding these selected aspects of the State 2 education program.

State Structure for Education

The pattern of organization in State 2 is typical of those found throughout the country except there is a separate and independent agency for vocational education. The research data indicated that some changes might be desirable. A large majority of thesample (97%) favored changes in existing laws to make education more pertinent to students, to remove unnecessary duplication, to improve efficiency and economy and to fill existing gaps.

TABLE 30. PERCENT FAVORING CHANGE IN EXISTING LAWS OF STATE EDUCATION AGENCY.

STATE EDUCATION AGENCY	PERCENTAGE FAVORING CHANGE IN LAW
State Board of Education	44
State Department of Education	51
State Vocational Agency	63
Public Secondary Schools	51
County or IED District	26
Area Vocational Schools	33
Technical Institutes	19
Community Colleges	56
State Board of Higher Education	44
Public 4-Year College and Universitites	41
State Education Coordinating Unit	15

Four agencies were identified by more than one-half of the respondents as needing some change in their present legal basis. These agencies were: (1) State Department of Education, (2) State Vocational Agency, (3) The Public Secondary Schools, and (4) Community or Junior Colleges.

State Department of Education

Concern with the legal statutes of the State Department of Education in State 2 was expressed by fifty-one percent (51%) of the sample. Narrative comments furnished by participants offered some specific comments related to this. However, it is impossible to report on them since they did not seem to fit a particular pattern or direct themselves to a particular topic. One concern, however, seemed to be the entire problem of coordination of effort and personnel. This was, as one respondent stated in his narrative response to the questionnaire--"It is foolish to have two totally separate departments--one Department of Education and the other Occupational Education. They are both trying to education the secondary youth of State 2."

State Vocational Division or Agency

The specific responsibilities of the State Vocational Agency were the concern of many respondents. Sixty-three percent (63%) of the sample favored a change in existing laws relating to this agency. Curriculum problems related to the State Vocational Agency were mentioned specifically by the sample in their narrative comments. This data supplied an indication that greater offerings need to be developed in this area, and the State Vocational Agency should assume more of a leadership role in accomplishing this objective. Better direction in the area of occupational education is clearly needed according to the sample. The data suggested that more meaningful programs must be developed for the world of work which students will meet in the larger society.

Public Secondary Schools

Specific laws and statutes relating to the public secondary schools were the concern of fifty-one percent (51%) of the sample. This percentage favored a change in existing laws related to this agency. An inspection of the narrative comments related to this item pointed out that several members of the sample were concerned with the funding of the State's secondary schools. This is related not only to funding for the general education program, but also for specific vocational-occupational programs. Several members of the sample directed their narrative comments toward the problem of increased counseling at the secondary level, and also new programs to provide students with occupational information.

Community or Junior Colleges

Fifty-six percent (56%) of the sample was concerned with the legal statutes of community or junior colleges in State 2. An inspection of narrative comments furnished by participants did not discover any specific comments related to this dissatisfaction with laws and statutes. It is not possible to report, therefore, since there is a lack of specific data upon which to base a discussion.

Apparent Philosophy and Objectives

The majority of the respondents stated they were aware of a need for change in the apparent philosophy and objectives of the various education agencies in State 2. Eighty-six percent (86%) of the sample felt that one or more of the State agencies was in need of change. This ranged from only about eight percent (8%) who felt a change was needed in the philosophy of technical institutes, to a high of seventy-one percent (71%) expressing a concern with the State Department of Education. Other agencies in State 2 identified by more than one-half of the sample as needing change in their apparent philosophy and objectives included the

State Board of Education, the public secondary schools, community or junior colleges, and the State Board of Higher Education. All remaining State agencies were not perceived to be in need of changes in their basic philosophy and objectives.

Roles and Responsibilities

A majority of the sample (89%) expressed the opinion that there is a need for change in the roles and responsibilities of the various agencies and institutions in State 2. Several agencies were identified by one-half or more of the respondents as being in need of change. These agencies were: State Department of Education, State Vocational Agency, public secondary schools, community or junior colleges, State Board of Higher Education, and public 4-year colleges and universities.

A close inspection of the narrative comments referring to roles and responsibilities indicated a need on the part of the educational agencies in State 2 to clarify and specifically state their existing roles in the overall educational program of the State. This action initially should focus on removing duplication of effort and closer attention to the resources of conflicting agencies. Narrative comments mentioned that competition should be reduced and coordination increased. Directed program planning to insure that overlapping areas are eliminated is needed prior to the development and assignment of specific roles and responsibilities to individual agencies. As one respondent stated:

> "...Greater understanding between the various agencies and institutions as to what is needed in teaching and training, and avoid duplication in carrying out their roles and responsibilities. Throw out the old roles and get them up-to-date with the world we now live in. I think this applies to about all the agencies or institutions."

COORDINATION

The coordination of various agencies charged with similar responsibilities is a perplexing role in any organization regardless of its size. In a political entity as complex as State 2, the problem of coordination assumes vast proportions. Coordination as studied in this research refers to relating, allocating, and integrating various factors and and functions among the respective educational agencies and institutions in the State. This might invlove finance, budgets, curriculum or many other related educational matters.

Many agencies in State 2 are currently charged with the coordination of two or more education agencies and/or institutions according to the responses recorded on the questionnaire. Eighty-two percent (82%) of the sample indicated the existence of such agencies. The sample appeared displeased with the effect of the Statewide coordination efforts. This was supported by the finding that a large majority (78%) of the sample reported that no current, effective Statewide coordination and articulation of the several levels of vocational-technical-occupational education exists. Overlapping functions and the need for specified program planning were specific items mentioned in the narrative report. A need for solid organizational planning embracing all education to make it interface was a concept mentioned by several of the respondents. Some agencies were mentioned as doing a good job of coordination. However, many of the narrative comments inferred that each agency seems to go its own way with its own board and does not always coordinate its program with other State agencies.

It was reported that a Coordinating Body presently has some jurisdiction and/or coordinating responsibilities over the agencies listed in the following Table:

TABLE 31. AGENCIES CURRENTLY BEING COORDINATED BY A COORDINATING BODY AS REPORTED BY RESPONDENTS.

STATE AGENCY	PERCENT RESPONSE
State Board of Education	9
State Department of Education	9
State Vocational Agency	57
Public Secondary Schools	22
Intermediate Education Districts	9
Area Vocational Schools	52
Technical Institutes	30
Community or Junior Colleges	74
State Board of Higher Education	35
Public 4-Year Colleges & Universities	57
State Education Coordinating Unit	4

The coordination of agencies by a single State-level Educational Coordinating Council or Super Board was an organizational concept explored in this research. Seventy-five percent (75%) of the respondents expressed a favorable opinion toward this concept. They felt that the Coordinating Body should have jurisdicational or coordinating authority over the agencies listed in the following Table:

TABLE 32. AGENCIES THAT SHOULD BE UNDER THE JURISDICATION OF A STATE-LEVEL EDUCATION COORDINATING COUNCIL OR SUPER BOARD.

AGENCY	PERCENT FAVORING COORDINATION
Area Vocational Schools	72
State Department of Education	64
State Vocational Agency	68
Public Secondary Schools	64
Technical Institutes	54
Intermediate Education Districts	50
Community or Junior Colleges	75
Public 4-Year Colleges or Universities	72
State Board of Education	64
State Board of Higher Education	68
State Education Coordinating Unit	32

An examiniation of narrative data relating to this Table appeared to support the idea of a Coordinating Board rather than a Super Board with controlling administrative-type responsibilities. The sample appeared to feel that there was a need for additional coordination to avoid the duplication of effort and so on; but the formulation of a Board might lead to an inordinate amount of power being centered in one agency. The importance of a definite prescribed role for this Board to follow was mentioned. Respondents felt that another Board competing with an already existing Board or Boards would do more harm than good. The overall impression, however, is that respondents perceived that improved coordination on a Statewide basis would result from the formation of some form of State Education Coordinating Council. An inspection of the above Table shows that one-half or more of the sample felt that virtually every State agency in State 2 should be under the coordination or jurisdiction of an overall Coordinating Body.

The following Talbe summarizes the number of respondents who reported that a Coordinating Body definitely does have and should have a particular responsibility. This Table also shows the percentage increase or decrease in that particular authority or responsibility as perceived by the sample in State 2.

TABLE 33. CURRENT AND PROJECTED COORDINATING AND JURISDICTIONAL RESPONSIBILITIES OF A COORDINATING BODY.

COORDINATING OR JURISDICTIONAL RESPONSIBILITY	HAS THIS	SHOULD HAVE	PERCENT INCREASE	PERCENT DECREASE
Policy-Making	11	16	19	
Finance Determination of Coordination	14	15	3	
Staffing	7	9	13	
Planning	14	15	3	
Promoting	8	12	20	
Program Allocation	12	5		11
Enrollments	9	6		20
Curriculum Allocation	10	10		
Communications	8	14	27	
Location of Buildings	5	12	41	
Type of Buildings	4	10	42	
Supporting Services	5	8	23	
Dissemination of Education Information	5	15	50	
Setting Goals in Education	9	12	14	
Field-Testing and Evaluation in Education	4	13	53	
Implementation of Methods, Curricula, Programs, etc	4	8	33	
Research Activities	6	12	33	
Teacher Education	4	11	47	
Development of Specific Programs	6	6		
Determination of Educational Objectives	8	14	27	

COORDINATING OR JURISDICTIONAL RESPONSIBILITY	HAS THIS	SHOULD HAVE	PERCENT INCREASE	PERCENT DECREASE
Identification of Problems or Obstacles to Goal Attainment	4	14	56	
Planning and Developing New Education	6	13	37	
Presenting One budget for All Public Education with Recommendations to the Legislature	9	13	18	
Suggesting Legislative Improvement	10	17	26	
Conduct Research	5	12	41	
Determining or Coordinating Expansion Plans	7	15	36	
Centralized or Coordinated Data-Processing Services or Facilities	5	14	47	
Reviewing Budget Requests	14	13		4
Common School (K-12) Education	3	10	54	
Public Post-High Vocational-Technical Education	11	13	8	
Public Post-High School Education	10	12	9	
Coordinating Public Community College Education	12	15	11	
Four-Year Colleges and Universities	12	13	5	
Prescribing or Determining Courses of Study	6	5		9
Governing Internal Management of Other Agencies through Policies	3	6	33	
Directing, Creating, Merging, Consolidating, and/or Reorganizing School Districts	1	10	82	
Allocating Curriculum Responsibilities	4	7	27	

COORDINATING OR JURISDICTIONAL RESPONSIBILITY	HAS THIS	SHOULD HAVE	PERCENT INCREASE	PERCENT DECREASE
Teacher Certification....................	3	6	33	
Articulation of Curriculum...............	5	6	9	

A cursory examination of the above Table shows that the Coordinating Body could be delegated more responsibilities than is presently the case. Several responsibilities were identified that should be decreased from their present status. However, most of the numbers and resulting percentages were quite small. The overall impression or indication from the above Table is that increased coordination is both feasible and acceptable to the State 2 sample. Items receiving considerable support for increased jurisdiction or coordination included the location and type of buildings, dissemination of educational information, field-testing and evaluation in education, teacher education, problem identification, the conducting of research, data-processing services and facilities, and overall kindergarten through high school education, and the directing of, or reorganization of, school districts. The directing, creating, merging, consolidating, and/or reorganizing of school districts received the largest percentage increase in coordinating responsibilities that this proposed Board should have. Although this number is quite small, it is believed that it is significant. Only one person reported that some Board currently has this responsibility, while ten reported that it should have this responsibility. Narrative comments in general also supported increased coordinating activities. However, the caution expressed earlier regarding too much centralized control or administrative authority was repeated by many respondents.

The following quotation from the narrative comments helps to clarify this caution:

> "...I foresee this Board in the area of broad policy-making, objective-setting, auditing of uniformity among schools, funding, legislature and public awareness of and participation in the total education process. The prime function should be coordination and long-range planning. However, many functions of education are primarily local and should not be taken away from local districts."

POLICY

Policy in this research was defined as the principles and guidleines which an organization (including its personnel) has agreed to and is expected to observe. Written policy furnishes an effective guideline for the direction and governing of any organization. Written policies of State education agencies in State 2 are in general not readily available. Only two agencies (State Department of Education and State Vocational Agency) were judged by more than one-half of the sample as having readily-available written policies. All other agencies in the State were reported by less than one-half of the sample as having their policies readily available and accessible.

The perceived status of the educational policies and the policy-formulation process among educational agencies and institutions appeared to be slightly inadequate. Fifty-two percent (52%) of the sample expressed the opinion that policies and the policy-formulation process among agencies and institutions appeared to be inadequate. Only fifteen percent (15%) of the sample expressed the opinion that the process was satisfactory. Examination of the narrative comments related to this question did not afford any usable insight as to the problems with the current status of educational policy.

TABLE 34. OPINION OF ADEQUACY OF AGENCY POLICY AND POLICY FORMULATION

CATEGORY	PERCENT
Excellent	0
Satisfactory	15
Inadequate	52
Don't Know	33

A fairly large portion of the sample expressed no opinion on this question. This may lead to many interpretations, one being that a great many people in State 2 are not aware of the educational policy or how it is formulated.

Decision-Making

Decision-making in education is a complex process. A myriad of situational and social variables must be considered when a decision is in the process of being made. According to the data, State agencies as a group sometines give adequate consideration to the roles and responsibilities of other education agencies in State 2. However, a large portion (36%) responded "they usually do not." Additionally, twenty-one percent (21%) indicated they didn't know. Very few of the sample responded to the narrative portion of this question.

TABLE 35. PERCEPTION OF THE AWARENESS OF ROLES AND RESPONSIBILITIES OF OTHER AGENCIES WHEN MAKING DECISIONS.

CATEGORY	PERCENT
Usually or Most of the Time.....	4
Sometimes......................	39
Usually Does Not...............	36
Don't Know.....................	21

The findings reported in the above Table could be interpreted to indicate that lines of communication between the many agencies need to be further developed. Narrative comments partially support the need for increased communication and the problems of increased coordination in this administrative area.

It appeared that the current coordination of policy-making among the agencies in State 2 was perceived as being inadequate. Approximately sixty-five percent (65%) of the sample expressed this opinion toward coordination of policy-making between agencies. As one respondent stated, "there are too many governing bodies and authorities without clearly-defined responsibilities and interfaces." Other narrative comments discussed the overall problems of coordination and some related to particular departments of State government.

No single State education agency in State 2 appeared to regularly and systematically distribute copies of their policies to other agencies in education. This statement is supported by the following Table which presents data tabulated from the questionnaire:

TABLE 36. PERCEIVED DISTRIBUTION OF POLICY TO OTHER STATE EDUCATION AGENCIES.

AGENCY	PERCENT DISTRIBUTING
State Board of Education	25
State Department of Education	25
State Vocational Agency	39
Public Secondary Schools	11
Intermediate Education Districts	0
Area Vocational Schools	14
Technical Institutes	4
Community Colleges	21
State Board of Higher Education	14
Public 4-Year Colleges and Universities	14
State Education Coordinating Unit	4

Few of the respondents furnished narrative comments regarding this question. The few that were listed can be summarized by saying, "no," "very seldom,: or "none that I know of."

Administration

The programs of administration of a single State agency did not seem to have an undesirable effect upon other State agencies. Participants were asked to identify by agency if a program interfered with other programs. No more than fifty-four percent (54%) of the responses were identified with a single agency in State 2. This agency was the State Department of Education. All other agencies were mentioned by forty percent (40%) or less of the respondents. The narrative comments related to this point discussed the few minor interferences; however, it was impossible to discern a definite trend in the data.

A definition of administration must concern itself with many distinct components. In this research, administration was operationally defined as the conduct of functions such as planning, financing, policy application and so on. Participants were asked to identify general areas of administration that needed improvement.

TABLE 37. PERCEPTION OF ADMINISTRATIVE AREAS IN STATE AGENCIES THAT NEED IMPROVEMENT.

ADMINISTRATIVE AREA	PERCENT RESPONDING
Policy-making	50
Policies	54
Finance	75
Staffing	29
Planning	61
Directing	29
Coordinating	89
Promoting	46
Communicating	71
Research Activities	43
Supporting Services	43
Buildings and Equipment	36

Inspection of the above Table indicates that improvement is desired in many areas. The most striking need appeared to be in the area of coordination. Other administrative areas that were mentioned by more than one-half of the sample include finance, communicating, planning, policies and policy-making. Problems relating to communication and coordination have previously been discussed in this report, but the importance of these two elements connot be over-emphasized in a discussion of administrative practices. Finance, of course, is always a prime concern when suggestions for improvement are solicited. Financial support of the educational programs must be at a level that will enable these programs to provide a full range of administrative services so that the agencies will be able to fulfill their obligation to the State and its citizens.

Roles and Responsibilities

The sample indicated that they were able to identify changes that were needed in the roles and responsibilities of education agencies that might improve vocational educational programs. Ninety-six percent(96%) of the sample expressed the opinion that currently there were vocational-technical or occupational education programs which are needed and not currently available. Narrative comments suggested the need for more funds, better coordination, more comprehensive high schools, and several problems of articulation between twelfth grade and community or post-high school education.

Eight-nine percent(89%) of the sample indicated that they could identify programs that were currently inadequate. Problems of coordination and articulation, plus emphasis on "college degree" requirements, the establishment of realistic goals and priorities, and the inadequate assessment of local needs were representative concerns expressed. Only thirty-nine percent (39%) of the sample indicated that duplication of programs (or courses being offered at more than one place in the State) exists.

THE PROCESS OF CHANGE IN EDUCATION

This section of the research was concerned with the perceptions of the sample in regard to seven kinds of activity that are characteristic of the change process in education. Participants were asked to identify those areas in the process of change that were significantly strong, weak, missing, unnecessarily duplicated, or where some change was merited. An attempt was made to identify one of these descriptions associated with the change.

TABLE 38. PERCENT OF RESPONDENTS SUGGESTING CHANGE IN THE ACTIVITIES OF THE CHANGE PROCESS.

CHANGE PROCESS ACTIVITIES	CHANGE NEEDED
Setting Goals in Education	82
Identifying Problems, Establishing Priorities	86
Conducting Research	64
Designing New Programs	86
Field-Testing and Evaluating Programs	86
Disseminating Information	78
Implementation of Programs	75

The activity receiving the greatest percentage of response was the designing of new programs and the field-testing and evaluation of programs. These two activities are especially crucial in a discussion of change, since they are basic to changing existing patterns of behavior and operation. The identification of problems and the establishment of priorities were also mentioned by an equal number of respondents. These points have been discussed previously in the report and are mentioned here again only to illustrate their importance.

The process of change as carried out by the various State education agencies involved was also investigated. Agencies involved in the change process activities where changes are needed according to fifty percent (50%) or more of the sample were:

(1) State Board of Education.

(2) State Department of Education.

(3) State Vocational Agency.

(4) Public Secondary Schools.

(5) Area Vocational Schools.

(6) Community or Junior Colleges.

(7) State Board of Higher Education.

(8) Public 4-Year Colleges or Universities.

The data presented above shows that nearly every agency in State 2 has been identified as needing changes in the way change process activities are conducted. An examination of the narrative comments presented by participants points out the need for a comprehensive attack on the entire process of change. Many specific items were mentioned in the narrative, but the numbers involved were insufficient to be included at this point. The overall impression from the data, however, is that State 2 needs to pay special attention to the entire problem of change. It is essential if progress is to result that a coordinated set of goals for vocational education be established. These goals should be based upon a thorough and ongoing assessment. Priorities must be established and thoughtful planning initiated to meet these priorities. As new programs are developed, other related State agencies should be made aware of their possibilities and ramifications in order to avoid duplication of effort, resources, and programs.

Personal Data Tabulation

Name of State: State 2

Number: 28

	Under 40	40 - 50	Over 50
Age	10	12	6

	Some High Sch.	High School G.	Some College	College Degree
Highest Education Level Completed	0	1	3	21

	No	Local	State	Other
Are you now a member of a Board of Education?	25	0	3	0

	No	Local	State	Other
Are you now a member of an Advisory Board?	19	2	4	3

Previous Work Experience:	Frequency	Mean No. Years
(1) Professional (Medicine, Dentistry, etc., do not include employment in education)	3	1.3
(2) Agriculture Production	8	6.3
(3) Manager or Proprietor	7	8.4
(4) Sales	10	2.9
(5) Office Occupations (e.g., secretarial, clerical, etc.)	6	3.7
(6) Craftsman	10	7.4
(7) Service Occupations	3	2.3
(8) Unskilled Laborer	3	2.0
(9) Military	11	3.3
(10) Housewife	3	27.7

Personal Data Tabulation (cont.):

Approximate number of years of teaching experience in;

	Frequency	Mean No. Years
(a) General Education.............	8	8.9
(b) Vocational Education.........	10	9.9
(c). Both Areas....................	5	15.4

Approximate number of years of experience in educational administration in;

	Frequency	Mean No. Years
(a) General Education.............	5	8.2
(b) Vocational Education..........	12	6.3
(c) Both Areas....................	1	5.0

	Urban Area*	Rural Area**
Where have you lived most of your life?	11	17
Where has most of your work experience been?	15	13

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* Population over 50,000

** Population under 50,000

(3) Report for State 3 Based on Data from Group Interview Guide

INTRODUCTION

One essential for the improvement of instruction in education institutions is to first improve the definition of respective roles and responsibilities, policies, organization, and administration of a state's education system. A single state system often includes many distinct components with both separate and overlapping responsibilities.

This research investigated the above assumption dealing with occupational education and other educational activities having a direct influence upon students, grades 9-14, primarily in the public schools.

Included is a summary of the data obtained from the Group Interview Guides from State 3, which identifies the perceptions and opinions of respondents pertaining to roles, responsibilities, and interrelationships among those institutions and agencies providing occupational education. The report is organized in four sections to be descriptive of the responses to questions about: (1) Foundations, (2) Coordination, (3) Policy, and (4) Process of Change. From this focus, the following will result:

(1) The identification of significant issues in the State's educational structure.

(2) The identification of questions to be answered.

(3) The identification of areas of conflict among various State educational agencies.

(4) The identification of gaps in educational responsibility by agencies in the State.

(5) The identification of the current status of the overall organization for education in the State.

Description of Sample

The design of the research project is based upon the belief that what the lay public believes and desires is of major importance. Individuals were invited to participate from a cross-section of the public. The information collected was analyzed and identified by three catagories of information:

(1) The perceptions of various facets of the system as it now operates.

(2) The concepts of what would be the ideal system.

(3) The opinions and suggestions concerning changes which may be both feasible and desirable.

It was the intent to identify issues, problems, gaps and overlaps among the many educational agencies providing service in the State.

Personal Data Tabulation

Fifty-three individuals participated in a group session to complete the interview guide. The ages of the participants were fairly evenly distributed. Forty-six had college degrees, six had some college credit, and one individual had no college. The sample was evenly distributed between rural and urban residents.

Three individuals were members of a local Board of Education. Other participants were members of various other boards. Twelve indicated membership on advisory boards on both State and "other" levels.

Thirty-six participants had teaching experience, with 17 in general education. Another seven had vocational experience only, while 12 had taught both general and vocational education.

Thirty-six individuals reported administrative experience of varying responsibilities in both general and vocational education.

FOUNDATION FOR THE STATE'S EDUCATION SYSTEM

The foundation for the State's education system includes the legal statutes enacted by the legislature, the philosophy and objectives of the respective education agencies and institutions, their respective roles and responsibilities, and the way such areas are allocated among the agencies and institutions concerned. Questions in this section of the research were directed to obtain respondents' perceptions regarding these aspects of the State 3 educational program.

State Structure for Education

The pattern of organization in State 3 is typical of those in other states. Nearly all agencies were identified as existing in State 3 with the exception of a State Education Coordinating Unit. The data indicated the existence of some support for a change in the laws or statutes affecting public education. A majority (79%) of the sample favored changes in existing laws to make education more pertinent to students, to remove unnecessary duplications, to improve efficiency and economy, and to fill existing gaps.

TABLE 39. PERCENT FAVORING CHANGE IN EXISTING LAWS OF STATE EDUCATION AGENCY.

STATE EDUCATION AGENCY	PERCENTAGE FAVORING CHANGE IN LAW
State Board of Education	45
State Department of Education	43
State Vocational Division	55
Public Secondary Schools	55
County or IED District	21
Area Vocational Schools	52
Technical Institutes	17
Community Colleges	29
State Board of Higher Education	19
Public 4-Year Colleges and Universitites	33
State Education Coordinating Unit	19

Certain agencies were identified by more than one-half of the respondents as needing some change in their present legal basis. These agencies were: (1) State Vocational Division, (2) Public Secondary Schools, and (3) Area Vocational Schools.

State Vocational Division

The concern with the legal statutes of the State Vocational Division was reflected in the narrative comments furnished by respondents. There appeared to be a question regarding the certification of vocational teachers. Another expressed area of concern dealt with the unique problems of vocational education, and forces and problems it faces as compared with regular public schools. Respondents expressed a desire for more funds to broaden the approach to education for skilled crafts. Subject offerings available to vocational students were also discussed. The students need to take courses other than vocational-orientated ones. There should be a stronger participation by business and industry. Many similar suggestions and/or comments were contained in the narrative portion; however, no clear pattern of responses appeared to exist.

Public Secondary Schools

Fifty-five percent (55%) of the sample expressed a need for change in the laws or statutes relating to the public secondary school. Specific suggestions and comments from the written narrative appeared to focus on the general area of curriculum and counseling. Reorganization of schools into more economical or comprehensive units was a concern of some individuals. More flexibility as to requirements and curriculum innovations was another concern. If one concern could be identified, it would be that more vocational education should be included in the secondary schools.

Area Vocational Schools

A need for change in the laws and/or legal statutes pertaining to the area vocational schools was supported by fifty-two percent (52%) of the respondents. Few specific comments were volunteered in the narrative section of the questionnaire that would provide insight into the nature of the desired changes.

Apparent Philosophy and Objectives

A large majority of the respondents stated that they were aware of a need for change in the apparent philosophy and objectives of the various educational agencies in State 3. Ninty-one percent (91%) of the sample felt that one or more of the State agencies was in need of change. This ranged from only about thirteen percent (13%) who felt a change was needed in the philosophy of the County or Intermediate Education District, to a high of sixty-six percent (66%) who expressed concern with the State Department of Education.

The narrative comments related to philosophy and objectives were examined to discover the changes suggested by the sample. Few specific comments were directed at changes in the operating philosophy of the State Department of Education. There appeared to be some slight support for a coordinated State plan that would give direction to all the educational institutions in State 3, and provide coordination between elementary, secondary, and higher education in the State.

Over sixty percent (60%) of the sample expressed concern with the existing philosophy and objectives of the public secondary schools. Many comments were advanced that were quite explicit in regard to the curriculum and counseling opportunities available to State 3 high school students. There appeared to be a definite need for the high schools to strive to educate all students, not those few who proceed to a baccalaureate degree from a college or university. This would entail acceptance of a broader, more comprehensive philosophy of education, and also the necessary means to implement the broadened philosophy.

Roles and Responsibilities

A large proportion of the sample (81%) expressed the opinion that there was a need for change in the roles and responsibilities of the various agencies and institutions in State 3. One-half or more of the respondents who felt a change was needed identified the following State agencies as in need of change:

(1) State Department of Education (56%).

(2) State Division for Vocational Education (54%).

(3) Public Secondary Schools (65%).

(4) Area Vocational Schools (54%).

Specific suggestions were offered which provide additional insight into the problem. Some representative items were:

> "...a total re-evaluation of the roles and responsibilities of all State educational agencies."

> "...The State Board of Education needs to assess the total scope of education in the State and take leadership in coordinating with other existing boards or provide leadership for programs in whcih there is no overall outlining. Gaps in services need to be closed."

> "...We have not settled who is responsible for education of students who do not fit into highly specialized programs."

Inspection of the narrative comments referring to roles and responsibilities indicates a need on the part of the educational agencies in State 3 to clarify and firmly state their existing role in the overall educational program. This action should initially focus on the public secondary school and its relationships with other agencies, particularly--State Department of Education, State Vocational Division, and the area vocational schools. There appeared to be a need for directed program planning that would avoid duplication of effort, attention and resources.

COORDINATION

The coordination of various agencies charged with similar responsibilities is a perplexing problem in any organization, regardless of its size. In a political entity as complex as State 3, the problem of coordination assumes vast proportions. Coordination as studied in this research refers to relating, allocating, and integrating various factors and functions among the respective educational agencies and institutions in the State. This might involve finance, budgets, curriculum, and many other related educational matters.

Many agencies in State 3 are currently charged with the coordination of two or more educational agencies and/or institutions according to the responses recorded on the questionnaire. Sixty-six percent (66%) indicated that such an official agency existed. However, an examination of written comments from the sample indicated that some confusion exists regarding the existence of an agency charged with the coordination of more than one educational agency. One response recorded was:

> "...little IFEW has helped. However, coordination and cooperation does not cross over official lines as it should. Causes proliferation of duties, functions, sources and responsibilities."

Other respondents mentioned preliminary steps in the formulation of a coordinating agency of some type. It was reported that a coordinating body presently has some jurisdiction and/or coordinating responsibility over those agencies reported in Table 40.

TABLE 40. AGENCIES CURRENTLY BEING COORDINATED BY A COORDINATING BODY AS REPORTED BY RESPONDENTS.

STATE EDUCATION AGENCY	PERCENT RESPONSE
State Board of Education	31
State Department of Education	51
State Vocational Division	51
Public Secondary Schools	60
Intermediate Education Districts	29
Area Vocational Schools	66
Technical Institutes	23
Community or Junior Colleges	14
State Board of Higher Education	3
Public 4-Year colleges and Universities	9
State Education Coordinating Unit	6

One finding emerged from the data quite clearly. Even though considerable coordinating exists (seeTable 40), eighty-three percent (83%) of the respondents reported that there is currently no really effective Statewide coordination and articulation of the several areas or levels of vocational-technical education. Narrative comments reinforced this finding by continual reference to a lack of coordination at present. However, references were also made to recent improvements in this area that appeared promising to the participants in this study.

The coordination of agencies by a single State-level Education Coordinating Council or Super Board was an organizational concept explored in this research. Sixty-two percent (62%) of the respondents favored this concept. They felt that the Coordinating Body should have jurisdictional or coordinating authority over the agencies listed in the following Table.

TABLE 41. AGENCIES THAT SHOULD BE UNDER THE JURISDICTION OF STATE-LEVEL EDUCATION COORDINATING COUNCIL OR SUPER BOARD.

AGENCY	PERCENT FAVORING COORDINATION
Area Vocational Schools	57
State Department of Education	59
State Vocational Division	62
Public Secondary Schools	59
Technical Institutes	59
Intermediate Education Districts	13
Community or Junior Colleges	53
Public 4-Year Colleges or Universities	53
State Board of Education	55
State Board of Higher Education	25
State Education Coordinating Unit	21

Conflict exists on the formation of a Super Board in State 3. Respondents expressed concern over investing too much power in one single Board. The concept of a Super Board was not warmly received in the narrative comments furnished by respondents. However, the concept of an overall Coordinating Council, advisory in nature, received repeated mention. The majority of the narrative comments can be summarized by saying--coordinating authority is satisfactory, but should not have control and/or jurisdiction over all educational agencies in State 3. It appeared that respondents perceived that better Statewide coordination would result in a better overall utilization of the State's resources.

The following Table summarizes the number of respondents who reported that the Coordinating Body does have and should have a particular responsibility, and also the percentage decrease or increase in that particular authority as perceived by the sample.

TABLE 42. CURRENT AND PROJECTED COORDINATING AND JURISDICTIONAL RESPONSIBILITIES OF A COORDINATING BODY.

COORDINATING OR JURISDICTIONAL RESPONSIBILITY	HAS THIS	SHOULD HAVE	PERCENT INCREASE	PERCENT DECREASE
Policy-Making	10	23	39	
Finance Determination of Coordination	9	22	42	
Staffing	6	12	33	
Planning	10	27	45	
Communications	9	36	60	
Program Allocation	7	15	36	
Enrollments	3	12	60	
Curriculum Allocations	3	15	67	
Location of Buildings	5	13	44	
Type of Buildings	7	10	18	
Supporting Services	6	17	48	
Dissemination of Educational Information	11	25	39	
Setting Goals in Education	6	28	65	
Field-Testing and Evaluation in Education	8	21	45	
Implementation of Methods, Curricula, Programs, etc.	4	12	50	
Research Activities	6	28	65	
Teacher Education	7	21	50	
Development of Specific Programs	5	12	41	
Determination of Educational Objectives	6	20	54	
Identification of Problems or Obstacles to Goal Attainment	4	25	72	
Planning and Developing New Educational Programs	5	21	62	

COORDINATING OR JURISDICTIONAL RESPONSIBILITY	HAS THIS	SHOULD HAVE	PERCENT INCREASE	PERCENT DECRFASE
Presenting One Budget for all Public Education with Recommendations to the Legislature	7	19	46	
Suggesting Legislative Improvement	7	28	60	
Conducting Research	8	23	48	
Determining or Coordinating Expansion Plans	7	23	53	
Centralized or Coordinated Data-Processing Services and Facilities	6	22	57	
Public Post-High School Education	3	18	71	
Coordinating Public Community College Education	3	22	76	
Four-Year Colleges and Universities	4	16	60	
Prescribing or Determining Courses of Study	2	9	64	
Governing Internal Management of Other Agencies through Policies	5	10	33	
Directing, Creating, Merging, Consolidating, and/or Reorganizing School Districts	10	10		
Allocating Curriculum Responsibilities	3	11	57	
Teacher Certification	10	14	17	
Articulation of Curriculum	5	15	50	

A cursory examination of the above Table shows that the Coordinating Body could have increased responsibilities in all areas. Some of the numbers are quite small, but the overall indication is that increased coordination is feasible and acceptable to the State 3 sample. No coordinating or jurisdictional responsibilities were identified that should be decreased from their present status. Narrative comments also support the contention that increased responsibilities are desired for coordinating activities. However, the caution expressed earlier regard-too much centralized "control" was also contained.

POLICY

Policy in this research was defined as the principles and guidelines which an organization (including its personnel) has agreed to, and is expected to observe. Written policy furnishes an effective guideline for the direction and governing of any organization.

Written policies of State education agencies in State 3 are, in general, not readily available. Only the State Board for Education and the State Department of Education were judged by slightly more than one-half of the sample as having readily-available written policy. All other agencies in the State were judged by less than one-half of the sample as not having readily-available policies.

The perceived status of the education policies and the policy-formulation process among educational agencies and institutions appeared to be satisfactory. Eighty percent (80%) of the sample expressed the opinion that policy and policy-formulation was satisfactory.

Decision-Making

Decision-making in education is a complex process. A myriad of situational and social variables must be considered when a decision is in the process of being made. According to the data, State agencies as a group usually did not give adequate consideration to the roles and responsibilities of other education agencies in the State.

TABLE 43. PERCEPTION OF THE AWARENESS OF ROLES AND RESPONSIBILITIES OF OTHER AGENCIES WHEN MAKING DECISIONS.

CATEGORY	PERCENT
Usually, Most of the Time	24
Sometimes	23
Usually Does Not	38
I Don't Know	15

The above finding could be interpreted to indicate that lines of communication between the many State agencies need to be developed, maintained, and utilized in the decision-making process. Narrative comments also support the above statement.

It appeared that the coordination of policy-making among the agencies in State 3 was perceived as being satisfactory. Eighty-five percent (85%) of the sample expressed a favorable opinion toward this aspect of coordination between agencies. There seems to be little disagreement with the way policy-making is conducted.

Few State agencies appear to regularly and systematically distribute copies of their policies to other agencies in eduation. This finding was supported by the earlier discussion about the relative unavailability of written policies.

TABLE 44. PERCEIVED DISTRIBUTION OF POLICY TO OTHER STATE AGENCIES IN EDUCATION.

AGENCY	PERCENT DISTRIBUTING
State Board of Education	30
State Department of Education	26
State Vocational Division	21
Public Secondary Schools	15
Intermediate Education Districts	6
Area Vocational Schools	15
Technical Institutes	8
Community Colleges	8
State Board of Higher Education	4
Public 4-Year Colleges and Universities	9
State Education Coordinating Unit	2

Narrative comments furnished by respondents also demonstrated that there is a need for a systematic, orderly exchange of the policy of State education agencies. Several written comments to illustrate this include:

> "...Systematically - no. We do try at times."
>
> "...This type of coordination is absent, but necessary."
>
> "...As far as I know there is no systematic distribution among the various agencies."

Administration

The programs of administration of a single State agency did not seem to have an undesirable effect upon other State agencies. Participants were asked to identify, by agency, if the program interfered with others. No more than twenty-seven percent (27%) of the responses were identified with a single agency in the State. The narrative comments discussed a few minor interferences, but no definite trend emerged from the data.

A definition of administration must concern itself with many distinct components. In this research, administration was operationally defined as the conduct of functions such as planning, financing, policy application, and so on. Participants were asked to identify areas of administration that needed improvement.

TABLE 45. PERCEPTION OF ADMINISTRATIVE AREAS IN STATE AGENCIES THAT NEED IMPROVEMENT.

ADMINISTRATIVE AREA	PERCENT RESPONDING
Policy-making	60
Policies	45
Finance	55
Staffing	38
Planning	59
Directing	28
Coordinating	72
Promoting	47
Communicating	72
Research Activities	47
Supporting Services	34
Buildings and Equipment	36

Inspection of the above Table indicates that improvement is desired in the areas of policy-making, finance, and planning. The largest percentage responses were afforded to communication and coordination. The importance of these two elements of operating administration cannot be over-emphasized. Finance, of course, is always of prime concern when suggestions for improvements are solicited. Financial support of the education program must be at a level that will enable programs to provide a full range of administrative services to fulfill their obligation to the State and its citizens.

Roles and Responsibilities

Changes were identified in the roles and responsibilities of education agencies that might improve vocational education programs. Eighty-five percent (85%) of the sample expressed the opinion that there were vocational, technical, or occupational education programs which are needed and not currently available. Specific suggestions include:

(1) Technical programs and teacher education.

(2) Realistic occupational, introductory information programs.

(3) Occupational programs for disadvantaged.

(4) Diagnostic and evaluation centers.

(5) A survey to specifically identify:

  (a) What is being done.

  (b) What needs to be done.

  (c) Duplications.

Sixty-eight percent (68%) of the respondents stated they could identify programs that were currently inadequate. Problems of coordination, inadequate course offerings, lack of facilities, and the complex problem of providing a meaningful education to all children were concerns of the group.

There does not appear to be unnecessary duplication of programs or courses being offered at more than one place in the State. This statement is supported by sixty-six percent (66%) of the sample.

PROCESS OF CHANGE IN EDUCATION

This section of the research is concerned with the perceptions of the sample in regard to seven kinds of activity that are characteristic of the change process in education. Participants were asked to identify those areas in the process of change that were significantly strong, weak, missing, unnecessarily duplicated, or where change was merited. An attempt was made to identify one of these descriptions associated with the change process. The sample was then asked to identify activities in the change process where change might be needed. The following Table presents the activities and percent of respondents identifying the activity as in need of change:

TABLE 46. PERCENT OF THE RESPONDENTS SUGGESTING CHANGE IN THE ACTIVITIES OF THE CHANGE PROCESS.

CHANGE PROCESS ACTIVITY	CHANGE NEEDED
Setting Goals in Education	72
Identifying Problems, Establishing Priorities	81
Conducting Research	62
Designing New Programs	76
Field-Testing and Evaluating Programs	78
Disseminating Information	74
Implementation of Programs	70

The process of change as carried out by the various State education agencies was also investigated. Agencies involved in the change process activities in which change is needed were the following:

(1) State Board of Education (60%).

(2) State Department of Education (85%).

(3) State Vocational Division (72%).

(4) Public Secondary Schools (76%).

(5) County or Intermediate Education Districts (23%).

(6) Area Vocational Schools (72%).

(7) Technical Institutes (43%).

State Education agencies not mentioned were:

(1) Community or Junior Colleges.

(2) State Board of Higher Education.

(3) Public 4-Year Colleges.

(4) State Education Coordinating Unit.

The numbers refer to the percentage of respondents identifying a particular agency as needing change in one or more activities of the change process.

The data presented above, and an examination of the narrative data suggested a need for a more comprehensive attack on the whole change process. It appears that all activities in the process of change are in need of attention by most of the State agencies.

Personal Data Tabulation

Name of State: State 3

Number: 53

	Under 40	40 - 50	Over 50
Age	17	19	17

	Some High Sch.	High School G.	Some College	College Degree
Highest Education Level Completed	0	1	6	46

	No	Local	State	Other
Are you now a member of a Board of Education?	50	1	1	1

	No	Local	State	Other
Are you now a member of an Advisory Board?	41	1	5	6

Previous Work Experience:	Frequency	Mean No. Years
(1) Professional (Medicine, Dentistry, etc., do not include employment in education)......	3	12.3
(2) Agriculture Production....................	4	8.8
(3) Manager or Proprietor.....................	7	5.0
(4) Sales.....................................	4	4.8
(5) Office Occupations (e.g., secretarial, clerical, etc.).............................	5	2.4
(6) Craftsman.................................	10	6.9
(7) Service Occupations.......................	5	1.2
(8) Unskilled Laborer.........................	4	1.8
(9) Military..................................	15	7.3
(10) Housewife................................	5	14.6

Personal Data Tabulation (cont.):

Approximate number of years of teaching experience in;

	Frequency	Mean No. Years
(a) General Education............	17	10.4
(b) Vocational Education.........	7	14.7
(c) Both Areas...................	12	15.7

Approximate number of years of experience in educational administration in;

	Frequency	Mean No. Years
(a) General Education............	16	11.9
(b) Vocational Education.........	13	8.4
(c) Both Areas...................	9	11.8

	Urban Area*	Rural Area**
Where have you lived most of your life?	24	29
Where has most of your work experience been?	26	26

---

* Population over 50,000
** Population under 50,000

b-4. Report for State 4 Based on Data from Group Interview Guide

INTRODUCTION

One essential for the improvement of instruction in educational institutions is to first improve the definition of respective roles and responsibilities, policies, organization and administration of a state's educational system. A single state system often includes many distinct components with both separate and overlapping responsibilities.

This research investigated the above assumption dealing with occupational education and other educational activities having a direct influence upon students, grades 9-14, primarily in the public schools.

Included is a summary of the data obtained from the Group Interview Guides from State 4, which identify the perceptions and opinions of respondents pertaining to roles, responsibilities and interrelationships among those institutions and agencies providing occupational education. The report is organized in four sections to be descriptive of the responses to questions about: (1) Foundations, (2) Coordination, (3) Policy, and (4) The Process of Change. Using this focus, the following objectives were established:

(1) The identification of significant issues in the State's educational structure.

(2) The identification of questions to be answered.

(3) The identification of areas of conflict among various State educational agencies.

(4) The identification of "gaps" in educational responsibility by agencies in the State.

(5) The identification of the current status of the overall organization for education in the State.

Description of Sample

The design of the research project is based upon the belief that what the lay public believes and desires is of major importance. Individuals were invited to participate from a cross-section of the public. The information collected was analyzed and identified by three categories of information:

(1) The perceptions of various facets of the system as it now operates.

(2) The concepts of what would be the ideal system.

(3) The opinions and suggestions concerning changes which may be both feasible and desirable.

It was the intent to identify issues, problems, gaps, and overlaps among the many educational agencies providing service to State 4.

Personal Data Tabulation

In State 4, forty-one individuals returned questionnaires, which was a fifty-eight percent (58%) return. Of the 41, only eight individuals were under the age of 50, and 21 were over the age of 50. Twenty-eight individuals held one or more college degrees, and only three members of the sample did not report any college work. Four members of the sample were members of boards of education--two local and two State boards. Fifteen individuals reported membership on advisory boards of several types. A large percentage of the State 4 sample both lived and worked in rural areas or areas where the population was less than 50,000.

Many members of the sample reported teaching experience. Only five individuals reported experience in both general and vocational education. Sixteen individuals reported administrative experience in general education, six in vocational education, and two individuals reported administrative experience in both of these areas.

A wide variety of previous work experience was reported by the sample. The largest number attributed to any one occupational category dealt with agricultural production, which was reported by twelve individuals, closely followed by sales which was reported by ten.

FOUNDATION FOR THE STATE'S EDUCATION SYSTEM

The foundation for the State's education system includes the legal statutes enacted by the legislature, the philosophy and objectives of the respective educational agencies and institutions, their respective roles and responsibilities and the way such areas are allocated among the agencies and institutions concerned. Questions in this section of the research were directed to obtain the respondents' perceptions regarding these aspects of the State 4 educational program.

State Structure for Education

The pattern of organization in State 4 is typical of others found throughout the country. Ninety percent (90%) or more of the respondents reported the usual agencies as existing in the State's educational system. However, the County or Intermediate Education Districts and State Board of Higher Education were reported by only slightly more than one-half of the respondents.

A majority (76%) of the sample favored changes in existing laws to make education more pertinent to students, to remove unnecessary duplications, to improve efficiency and economy and to fill existing gaps in educational programs.

TABLE 47. PERCENT FAVORING CHANGE IN EXISTING LAWS OF STATE EDUCATION AGENCY.

STATE EDUCATION AGENCY	PERCENTAGE FAVORING CHANGE IN LAW
State Board of Education	48
State Department of Education	39
State Vocational Division	39
Public Secondary Schools	32
County or IED District	58
Area Vocational Schools	48
Technical Institutes	9
Community Colleges	19
State Board of Higher Education	39
Public 4-Year Colleges and Universities	9
State Education Coordinating Unit	23

County or Intermediate Education Districts

A majority of respondents favored revision of statutes related to public secondary schools. This concern, however, was not reflected in narrative comments solicited by this research. Concerns expressed in this general problem of revision of laws and statutes fell into several categories. One major concern dealt with the need for school consolidation programs. Respondents were concerned with the general upgrading of instructional services to all areas of education and many clearly identified a problem existing in State 4 of many small school districts in need of consolidation into larger units, thereby affording an opportunity for a more comprehensive program of secondary education.

Apparent Philosophy and Objectives

A large majority of the respondents stated that they were aware of a need for change in the apparent philosophy and objectives of the various educational agencies in State 4. Eighty-one percent (81%) of the sample felt that one or more of the State agencies was in need of change. This ranged from only about nine percent (9%) who felt a change was needed in the philosophy of the technical institutes to a high of fifty-eight percent (58%) who expressed dissatisfaction and concern with the public secondary schools. This indicated that not only are the respondents concerned with laws and statutes related to reorganization of school districts, but they are also concerned with the basic philosophy and objectives of the State 4 secondary schools.

The narrative comments related to the philosophy and objectives of State 4 educational agencies are quite similar to those of the previous section which dealt primarily with laws and/or statutes. Many of the same concerns were expressed, only there were more of them that were quite explicit regarding the need for a more comprehensive high school, the elimination of some small schools, and a more practical approach to the problem of non-college-bound students. Several comments were directed specifically toward the importance of establishing realistic long-range goals based upon a definite philosophy of education. As one respondent stated:

> "...There is now no philosophy in our State. Decisions are made randomly at the insistence of this or that pressure group."

There appears to be deep concern with the current direction of the public secondary schools in State 4. The data indicated that an agreed-upon philosophy of public secondary education needs to be established. Once this has been established, the necessary laws must be developed that will provide a comprehensive secondary education to the youth of the State. Judging from the response received in this research, the large number of small high schools in State 4 presents a problem that must be solved. Officials of the public secondary schools need to develop a mutually-agreed-upon set of guidelines that will meet the needs of a larger segment of the State 4 high school population. Some respondents stated that there is too much emphasis on college preparatory programs. They further stated that their educational systems at the secondary level are geared for the twenty percent (20%) that will graduate from college, not for the eighty percent (80%) that do not.

Roles and Responsibilities

Two-thirds of the sample (68%) expressed the opinion that there was a need for change in the roles and responsibilities of the various agencies and institutions in State 4. One-half or more of the respondents identified the following State agencies as in need of change:

(1) State Board of Education.

(2) Public 4-Year Colleges and Universities.

Specific suggestions were offered which provided additional insight into the problem. Some representative items were:

> "...The State's responsibility for pre-school education must be expanded. Teacher training to equip new teachers to work in team teaching and individualized programs."

> "...More and better vocational education in both secondary and area vocational schools--more of the latter. Improvement of teacher education--especially in the area of human and public relations."

> "...Universities should provide for more consultants to work directly with schools on general and special educational programs. University needs to make required courses for advanced certification available in regional areas during the school year, or offer courses during the summer session."

These quotes are presented to illustrate concerns of the residents of State 4 with the problems of improving vocational programs under the direction (or with the assistance) of the public 4-year colleges and universities in State 4. The data indicated that there is excessive concern regarding the service provided by the colleges and universities and the roles and relationships of agencies such as the public school instructional staff with them. Several people complained that the colleges are "getting away from the people who support them." The data indicated a need on the part of educational agencies in general and the public 4-year colleges and universities cooperatively to clarify and specifically state their existing roles in the overall educational program of the State. This action initially should focus on the removal of duplication of effort, attention to the resources of these agencies, and an examination of the unique contribution of each agency to the overall problem of improving occupational education. Directed program planning that will point out overlapping and supplementary areas is needed prior to the development and assignment of specific roles and responsibilities.

COORDINATION

The coordination of various agencies charged with similar responsibilities is a perplexing problem in any organization, regardless of its size.

In a political entity as geographically complex as State 4, the problem of coordination assumes vast proportions. Coordination as studied in this research refers to relating, allocating, and integrating various factors and functions among the respective educational agencies and institutions in the State. This might involve finance, budget curriculum, or many other related educational matters.

Many agencies in State 4 are currently charged with the coordination of two or more educational agencies and/or institutions, according to the responses recorded on the questionnaire. Ninety percent(90%) of the sample indicated the existence of such agencies with responsibilities for two or more other agencies. The sample, however, did not appear pleased with the effect of the Statewide coordination efforts. This is supported by a finding that sixty-eight percent (68%) of the sample responded "no" to the questionnaire item dealing with this point. The data can be interpreted to say that currently there is no really effective Statewide coordination and articulation of the several levels or areas of vocational-technical-occupational education.

It was reported that a Coordinating Body presently has some jurisdiction and/or coordination responsibilities over the agencies listed in the following Table:

TABLE 48. AGENCIES CURRENTLY BEING COORDINATED BY A COORDINATING BODY AS REPORTED BY RESPONDENTS.

STATE AGENCY	PERCENT RESPONSE
State Board of Education	54
State Department of Education	68
State Vocational Division	68
Public Secondary Schools	57
Intermediate Education Districts	41
Area Vocational Schools	51
Technical Institutes	11
Community or Junior Colleges	49
State Board of Higher Education	38
Public 4-Year Colleges and Universities	68
State Education Coordinating Unit	19

The coordination of agencies by a single, State-level Education Coordinating Council or Super Board was an organizational concept explored in this research. The majority (54%) of the respondents expressed an unfavorable opinion toward this concept. They felt, however, that a Coordinating Body should have jurisdictional or coordinating authority over the agencies listed in the following Table:

TABLE 49. AGENCIES THAT SHOULD BE UNDER THE JURISDICTION OF A STATE-LEVEL EDUCATION COORDINATING COUNCIL OR SUPER BOARD.

AGENCY	PERCENT FAVORING COORDINATION
State Vocational Division	56
Public Secondary Schools	51
State Department of Education	49
Community or Junior Colleges	49
Public 4-Year Colleges or Universities	49
Area Vocational Schools	46
Intermediate Education Districts	34
State Board of Education	32
State Board of Higher Education	32
State Education Coordinating Unit	24
Technical Institutes	19

A cursory examination of the above Table shows that the public secondary schools and the State Vocational Division are the only agencies identified by more than one-half of the sample that should be coordinated by another body. The previous discussion in this report pointed out some of the problems related to the pbulic secondary school, and this Table also supports the concern of the State 4 sample with their secondary school.

An examination of narrative data related to the concept of a Coordinating Board of Super Board showed that more coordination is definitely needed. However, the idea of a Coordinating Board rather than an overall Administrative Board seemed to be more acceptable to the State 4 sample. The sample clearly felt that there was a need for additional coordination to avoid duplication of efforts and so on, but indicated the formation of such a Super Board might lead to an inordinate amount of political power being centered in one agency. Several participants expressed concern with the large amount of fragmentation currently existing and the need to alleviate many problems caused by non-uniform programs throughout the State institutions.

The following Table summarizes the number of respondents who reported that a Coordinating Body does have and should have a particular responsibility. This Table also shows the percentage increase or decrease in that particular authority or responsibility as perceived by the sample in State 4.

TABLE 50. CURRENT AND PROJECTED COORDINATING AND JURISDICTIONAL RESPONSIBILITIES OF A COORDINATING BODY.

COORDINATING OR JURISDICTIONAL RESPONSIBILITY	HAS THIS	SHOULD HAVE	PERCENT INCREASE	PERCENT DECREASE
Policy-Making	27	14		32
Finance Determination of Coordination	21	16		13
Staffing	21	12		27
Planning	23	17		15
Promoting	14	14		
Program Allocation	15	13		7
Enrollments	9	10	5	
Curriculum Allocation	18	12		20
Communications	20	13		21
Location of Buildings	14	11		12
Type of Buildings	15	8		30
Supporting Services	14	10		17
Dissemination of Education Information	22	10		25
Seting Goals in Education	21	16		14
Field-testing and Evaluation in Education	16	11		19

COORDINATING OR JURISDICTIONAL RESPONSIBILITY	HAS THIS	SHOULD HAVE	PERCENT INCREASE	PERCENT DECREASE
Implementation of Methods, Curricula, Programs, etc......	13	5		44
Research Activities............	18	14		12
Teacher Education..............	19	16		9
Development of Specific Programs......................	16	9		28
Determination of Educational Objectives....................	20	15		14
Identification of Problems or Obstacles to Goal Attainment..	15	15		
Planning and Developing New Educational Programs..........	15	15		
Presenting One Budget for all Public Education with Recommendations to the Legislature...................	18	15		9
Suggesting Legislative Improvement...................	19	16		9
Conduct Research...............	14	14		
Determining or Coordinating Expansion Plans...............	19	11		27
Centralized or Coordinated Data-processing Services and Facilities................	11	15	15	
Reviewing Budget Requests......	21	11		31
Common School (K-12) Education.	20	10		33
Public Post-High Vocational-Technical Education...........	16	15		3

COORDINATING OR JURISDICTIONAL RESPONSIBILITY	HAS THIS	SHOULD HAVE	PERCENT INCREASE	PERCENT DECREASE
Public Post-High School Education	13	16	10	
Coordinating Public Community College Education	10	17	26	
Four-year Colleges and Universities	24	10		41
Prescribing or Determining Courses of Study	16	8		33
Governing Internal Management of Other Agencies through Policies	12	5		41
Directing, Creating, Merging, Consolidating, and/or Reorganizing School Districts	9	20	38	
Allocating Curriculum Responsibilities	13	13		
Teacher Certification	22	10		38
Articulation of Curriculum	12	8		20

a cursory examination of the above Table shows that, according to the sample, the Coordinating Body should be delegated many less responsibilities than are presently the case. Very few responsibilities were identified that should be increased from their present status. These included coordination or jurisdiction over enrollments, the data-processing services or facilities, public post-high school education, the coordination of public community college education, 4-year colleges and universities, and the directing, creating, merging, consolidating, and/or reorganizing of school districts. All of the other items listed in Table 4 were designated as having decreased coordination or jurisdiction. Many of these numbers are quite large and could be interpreted as being significant. The overall indication from the above Table is clear that increased coordination and/or jurisdiction by a Coordinating Body is not feasible or acceptable to the State 4 sample. Narrative comments in general also supported the above finding. Many interpretations of the above data could be made. However, it appears that the State 4 sample is very concerned with local control and local determination or agency control and agency determination of program planning, operation, and evaluation.

POLICY

Policy in this research was defined as the principles and guidelines which an organization (including its personnel) has agreed to and is expected to observe. Written policy furnishes an effective guideline for the direction and governing of any organization. Written policies of State education agencies in State 4 are, in general, not readily available. Only four agencies (State Board of Education, State Department of Education, State Vocational Division or Agency, and Public 4-year Colleges and Universities) were judged by more than one-half of the sample as having readily-available written policies. All other agencies in the State were reported by less than one-half of the sample as having readily-available and accessible policies.

The perceived status of the educational policies and the policy-formulation process among educational agencies and institutions appears to be satisfactory. Forty-nine percent (49%) of the sample judged that policies and the policy-formulation process appears to be satisfactory or excellent. Thirty-eight percent (38%) of the sample expressed the opinion that this policy-formulation process was inadequate. Examination of the narrative comments related to this question supports the finding that the policy-formulation process is satisfactory. The existence of policy manuals was documented by the sample.

TABLE 51. OPINION OF ADEQUACY OF AGENCY POLICY AND POLICY-FORMULATION.

CATEGORY	PERCENT
Excellent	8
Satisfactory	41
Inadequate	38
Don't Know	13

Decision-Making

Decision-making in education is a complex process. A myriad of situational and social variables must be considered when a decision is in the process of being made. According to the data, State agencies as a group usually give adequate consideration to the roles and responaibilities of other education agencies in State 4. However, a large portion of the sample responded either "usually does not" or "don't know." This accounted for fifty-four percent (54%) of the sample. This is an indication that a large number of the sample could not give information relative to this item. Additionally, very few of the sample responded to the narrative portion of this question.

TABLE 52. PERCEPTION OF THE AWARENESS OF ROLES AND RESPONSIBILITIES OF OTHER AGENCIES WHEN MAKING DECISIONS.

CATEGORY	PERCENT
Usually or Most of the Time	15
Sometimes	31
Usually Does Not	31
Don't Know	23

Findings reported in the above Table could be interpreted to indicate that the lines of communication between the many agencies in State 4 need to be further developed. The few narrative comments that were given regarding this question also support the need for increased communication and the problem of increasing coordination in this administrative area.

It appears, however, that the current coordination of policy-making among the agencies in State 4 is perceived as being satisfactory. Approximately fifty-two percent (52%) of the sample classified the coordination of policy-making among agencies as being satisfactory or excellent. Again, we have a finding with a very slim percentage in favor and a sizable number of the sample (15%) that expressed the opinion "don't know."

No single, State education agency in State 4 appears to regularly and systematically distribute copies of their policies to other agencies in education. This statement is supported by the following Table which presents data tabulated from the questionnaire.

TABLE 53. PERCEIVED DISTRIBUTION OF POLICIES TO OTHER AGENCIES.

AGENCY	PERCENT DISTRIBUTING
State Board of Education	37
State Department of Education	46
State Vocational Division	32
Public Secondary Schools	15
Intermediate Education Districts	2
Area Vocational Schools	9
Technical Institutes	2
Community Colleges	15
State Board of Higher Education	17
Public 4-Year Colleges and Universities	22
State Education Coordinating Unit	7

Narrative comments furnished by the sample demonstrated the lack of a systematic and orderly exchange of State education agency policy.

Administration

The programs of administration of a single State agency did not seem to have an undesirable effect upon other State agencies. Participants were asked to identify by agency if a program interfered with other programs. No more than thirty-two percent (32%) of the responses were identified with a single State 4 agency. This agency was the general category "4-year Colleges and Universities." The narrative comments related to this point discussed a few minor interferences, but it was not possible to discern a trend in the data.

A definition of administration must concern itself with many distinct components. In this research, administration was operationally defined as a conduct of functions such as planning, financing, policy application and so on. Participants were asked to identify general areas of administration that needed improvement.

TABLE 54. PERCEPTION OF ADMINISTRATIVE AREAS IN STATE AGENCIES THAT NEED IMPROVEMENT.

ADMINISTRATIVE AREA	PERCENT RESPONDING
Policy-Making	49
Policies	56
Finance	63
Staffing	44
Planning	56
Directing	37
Coordinating	54
Promoting	39
Communicating	61
Research Activities	49
Supporting Services	44
Buildings and Equipment	39

Inspection of the above Table indicates that improvement is desired in several areas. One-half or more of the sample identified the following administrative areas that needed improvement: Policies, Finance, Planning, Coordinating, and Communicating. Problems related to Communication and Coordination have previously been discussed, but the importance of these two elements cannot be overemphasized in a discussion of administrative practices. Finances, of course, are always a prime concern when suggestions for improvement in administration are solicited. Financial support of the educational program must be on a level that will enable those programs to provide a full range of administrative services so the agencies will be able to fulfill their obligation to the State and its citizens. The problem of policies has also been discussed in the preceding section of this report.

Roles and Responsibilities

Changes were identified in the roles and responsibilities of education agencies that might improve vocational-educational programs. Ninety-one percent (91%) of the sample expressed the opinion that there were vocational-technical or occupational education programs which are needed and not currently available in State 4.

Sixty-eight percent (68%) of the respondents stated they could identify programs that were currently inadequate. Problems of coordination, inadequate assessment of local needs, absence of a State master plan, the shortage of vocational training, and overall comprehensive high schools were representative concerns expressed. The data does not provide evidence that duplication of programs (or courses being offered in more than one place in the State) exists.

THE PROCESS OF CHANGE IN EDUCATION

This section of the research was concerned with the perceptions of the sample in regard to seven kinds of activity that are characteristic of the change process in education. Participants were asked to identify those areas in the process of change that were significantly strong, weak, missing, unnecessarily duplicated, or where some change was merited. An attempt was made to identify one of these descriptions associated with the change process where change might be needed. The following Table represents the activities and percent of respondents identifying that activity as in need of change.

TABLE 55. PERCENT OF RESPONDENTS SUGGESTING CHANGE IN THE ACTIVITIES OF THE CHANGE PROCESS.

CHANGE PROCESS ACTIVITIES	CHANGE NEEDED
Setting Goals in Education	68
Identifying Problems, Establishing Priorities	81
Conducting Research	68
Designing New Programs	68
Field-Testing and Evaluating programs	71
Disseminating Information	73
Implementation of Programs	78

The activity receiving the greatest percentage response was the identification of problems and the establishment of priorities. This was closely followed by the implementation of programs. These two items are especially important because one is essential if the second is to follow. New, meaningful, and useful programs cannot be implemented unless problems have been identified and proper priorities established. Each of the activities identified in Table 55 are essential or crucial to a discussion of change. However, priorities must be established and problems must be identified if true change is to result in an orderly manner.

The process of change as carried out by the various State education agencies in State 4 was also investigated. Agencies involved in the change process activities where change is needed according to fifty percent (50%) or more of the sample were:

(1) State Board of Education.

(2) State Department of Education.

(3) State Vocational Division or Agency.

(4) Public Secondary Schools.

(5) Area Vocational Schools.

(6) Community or Junior Colleges.

(7) Public 4-year Colleges and Universities.

The data presented above identifying the many agencies in State 4 needing change in their overall attack on the change process point out the need for a comprehensive study on the entire process of change in State 4 education. It appears that all activities in the process of change are in need of attention by most State agencies. Narrative comments pointed out specific items, but the numbers involved were not sufficient to be included at this point. For progress to result it is essential that a coordinated set of goals be established based upon a thorough and ongoing assessment of what is currently being done, both in State 4 and in the nation. Priorities must be established and thoughtful planning initiated to meet these priorities. As new programs are developed, other related State agencies should be made aware of their possibilities and ramifications in order to avoid duplication of effort, resources and programs.

Personal Data Tabulation

Name of State: State 4

Number: 41

	Under 40	40 - 50	Over 50
Age	8	12	21

	Some High Sch.	High School G.	Some College	College Degree
Highest Education Level Completed	0	3	10	28

	No	Local	State	Other
Are you now a member of a Board of Education?	33	2	2	0

	No	Local	State	Other
Are you now a member of an Advisory Board?	23	1	11	3

Previous Work Experience:	Frequency	Mean No. Years
(1) Professional (Medicine, Dentistry, etc., do not include employment in education)	2	11.0
(2) Agriculture Production	12	10.0
(3) Manager or Proprietor	7	16.6
(4) Sales	10	3.4
(5) Office Occupations (e.g., secretarial, clerical, etc.)	5	2.2
(6) Craftsman	4	9.3
(7) Service Occupations	3	2.0
(8) Unskilled Laborer	5	3.8
(9) Military	9	7.0
(10) Housewife	6	9.5

Personal Data Tabulation (cont.):

Approximate number of years of teaching experience in;

	Frequency	Mean No. Years
(a) General Education............	16	13.3
(b) Vocational Education.........	5	7.8
(c) Both Areas..................	5	19.0

Approximate number of years of experience in educational administration in;

	Frequency	Mean No. Years
(a) General Education............	16	12.8
(b) Vocational Education.........	6	9.0
(c) Both Areas..................	2	59.0

	Urban Area*	Rural Area**
Where have you lived most of your life?	12	28
Where has most of your work experience been?	10	30

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* Population over 50,000
** Population under 50,000

(5) Report for State 5 Based on Data from Group Interview Guide

INTRODUCTION

One essential for the improvement of instruction in educational institutions is to first improve the definition of respective roles and responsibilities, policies, organization, and administration of a state's education system. A single state system often includes many distinct components with both separate and overlapping responsibilities.

This research investigated the above assumption dealing with occupational education and other educational activities having a direct influence upon students, grades 9-14, primarily in the public schools.

Included is a summary of the data obtained from the Group Interview Guides from State 5, which identifies the perceptions and opinions of respondents to roles, responsibilities and interrelationships among those institutions and agencies providing occupational education. The report is organized in four sections to be descriptive of the responses to questions about: (1) Foundations, (2) Coordination, (3) Policy, and (4) Process of Change. From this focus, the following will result:

(1) The identification of significant issues in the State's educational structure.

(2) The identification of questions to be answered.

(3) The identification of areas of conflict among various State educational agencies.

(4) The identification of gaps in educational responsibility by agencies in the State.

(5) The identification of the current status of the overall organization for education in the State.

Description of Sample

The design of the research project is based upon the belief that what the lay public believes and desires is of major importance. Individuals were invited to participate from a cross-section of the public. The information collected was analyzed and identified by three categories of information:

(1) The perceptions of various facets of the system as it now operates.

(2) The concepts of what would be the ideal system.

(3) The opinions and suggestions concerning changes which may be both feasible and desirable.

It was the intent to identify issues, problems,gaps and overlaps among the many educational agencies providing service in the State.

Personal Data Tabulation

In State 5, 31 individuals returned their questionnaires. This was a forty-seven percent (47%) response. Of the 31, eleven were under the age of 40, eight were between 40 and 50 years of age, and 12 individuals were over the age of 50. Twenty-nine members of the State 5 sample held one or more college degrees, while one person reported some college and one person was a high school graduate. Only four members indicated that they were members of Boards of Education. Two of these reported board membership on the State level, and two reported membership on "other" types of Boards of Education. Nine individuals reported membership on advisory boards. Five of these nine reported membership on a State-level advisory board. Previous work experience of the State 5 sample varied. Eight individuals reported previous work experience in agricultural production, while the rest of the occupational and professional categories were fairly evenly distributed throughout the sample. The majority of the sample lived in rural areas and reported their work location as being in rural areas.

Twenty-six individuals reported prior teaching experience. Only three individuals reported experience in both vocational and general education, while 14 reported experience in general education only. Eighteen individuals reported administrative experience in education. Ten reported experience in general education, seven in vocational education, and one individual reported experience in both of these areas.

FOUNDATION FOR THE STATE'S EDUCATION SYSTEM

The foundation for the State's education system includes the legal statutes enacted by the legislature, the philosophy and objectives of the respective education agencies and institutions, their respective roles and responsibilities, and the way such areas are allocated among the agencies and institutions concerned. Questions in this section of the research were designed to obtain respondent's perceptions regarding these selected aspects of the State 5 educational program.

State Structure for Education

The pattern of organization in State 5 is typical of those found throughout the country. A large majority (87%) of the sample favored changes in existing laws to make education more pertinent to students, to remove unnecessary duplications, to improve efficiency and economy and to fill existing gaps.

TABLE 56. PERCENT FAVORING CHANGE IN EXISTING LAWS OF STATE EDUCATION AGENCY.

STATE EDUCATION AGENCY	PERCENTAGE FAVORING CHANGE IN LAW
State Board of Education	41
State Department of Education	63
State Vocational Division	44
Public Secondary Schools	33
County or IED District	48
Area Vocational Schools	59
Technical Institutes	15
Community Colleges	33
State Board of Higher Education	11
Public 4-Year Colleges and Universities	7
State Education Coordinating Unit	11

Only two agencies were identified by more than one-half of the respondents as needing some change in their present legal basis. These agencies were: (1) State Department of Education, and (2) Area Vocational Schools.

State Department of Education

The specific responsibilities of the State Department of Education were the concern of sixty-three percent (63%) of the respondents. They favored a change in existing laws relating to this agency. Curriculum problems relating to the State Department of Education were mentioned by members of the sample in their narrative comments. This data supplied an indication that greater curriculum offerings need to be developed in many areas. The State Department of Education should also assume more of a leadership role in improving programs and involving business, industry and education agencies along with community representation to provide a realistic approach to the problems of communities. Respondents additionally indicated that the clarification and delineation of functions needs to be initiated.

Area Vocational Schools

Concern with the legal statutes of the area vocational schools in State 5 was expressed by fifty-nine percent (59%) of the sample. Narrative comments furnished by the participants offered some specific comments related to this agency. However, it is impossible to report on them since they did not seem to fit a particular pattern or direct themselves to a particular topic. A concern, however, appeared to be this agency's role in the overall educational effort in State 5.

Apparent Philosophy and Objectives

A majority of the respondents stated they were aware of a need for change in the apparent philosophy and objectives of various education agencies in State 5. Eighty-seven percent (87%) of the sample felt that one or more of the State agencies was in need of change. This ranged from only about eleven percent (11%) who felt that change was needed in the philosophy of the public 4-year colleges and universities, to a high of sixty-three percent (63%) who expressed a concern with the State Department of Education. The State Department of Education was the only agency in State 5 identified by more than one-half of the sample. The remaining State agencies were not perceived to be in need of change in their basic philosophy or objectives.

Narrative comments related to the above data were investigated to see if more specific suggestions regarding the State Department of Education could be elicited from the data. The main impression available from the narrative data indicates that the State Department of Education and other concerned agencies need to take a long look at their basic operating philosophy regarding occupational-vocational education. It appears that the emphasis is being placed on academic college preparatory programs and not serving the needs of the large number of students who do not finish college.

Roles and Responsibilities

A majority of the sample (81%) expressed the opinion that there is a need for change in the roles and responsibilities of the various agencies and institutions in State 5. The only State agency identified by one-half or more of the respondents who expressed a need for change was the State Department of Education.

Close inspection of the narrative comments referring to roles and responsibilities indicates a need on the part of the educational agencies in State 5 to clarify and specifically state their existing roles in the overall educational program of the State. This action initially should focus on the removal of duplication of effort and attention to the resources of conflicting agencies. Directed program planning that will point out overlapping areas is needed prior to the development and assignment of specific roles and responsiblities.

COORDINATION

The coordination of various agencies charged with similar responsibilities is a perplexing problem in any organization, regardless of its size. In a political entity as complex as State 5, the problem of coordination assumes vast proportions. Coordination as studied in this research refers to relating, allocating and integrating various factors and functions among the respective educational agencies and institutions in the State. This might involve finance, budgets, curriculum and many other related educational matters.

According to the sample, many agencies in State 5 are currently charged with the coordination of two or more educational agencies and/or institutions according to the responses recorded on the questionnaire. Sixty-one percent (61%) of the sample indicated the existence of such agencies. However, in asking the sample if a Coordinating Body presently has some jurisdiction or coordinating authority over the agencies listed in the following Table, no single agency was designated by more than one-half of the sample as having this coordinating authority.

TABLE 57. AGENCIES CURRENTLY BEING COORDINATED BY A COORDINATING BODY AS REPORTED BY RESPONDENTS.

STATE AGENCY	PERCENT RESPONSE
State Board of Education	37
State Department of Education	37
State Vocational Division	37
Public Secondary Schools	42
Intermediate Education Districts	37
Area Vocational Schools	22
Technical Institutes	5
Community or Junior Colleges	37
State Board of Higher Education	11
Public 4-Year Colleges and Universities	16
State Education Coordinating Unit	11

The sample did not appear pleased with the effect of Statewide coordination efforts. This statement is supported by the finding that ninety percent (90%) of the sample responded unfavorable to the questionnaire item dealing with this point. They felt that currently there is not really effective Statewide coordination and articulation of the several levels or areas (secondary, post-high, area school, technical school, teacher training, etc.) of vocational-technical-occupational education. This finding is not too surprising when one inspects the narrative comments that mention the lack of coordination between many agencies. Overlapping functions and the need for specific program planning were two of the specific items mentioned in the narrative comment.

The coordination of agencies by a single State-level Education Coordinating Council or Super Board was an organizational concept explored in this research. Sixty-five percent (65%) of the respondents expressed a favorable opinion toward this concept. They felt that the Coordinating Body should have jurisdictional or coordinating authority over the agencies listed in the following Table.

TABLE 58. AGENCIES THAT SHOULD BE UNDER THE JURISDICTION OF A STATE-LEVEL EDUCATION COORDINATING COUNCIL OR SUPER BOARD.

AGENCY	PERCENT FAVORING COORDINATION
Area Vocational Schools	71
Community or Junior Colleges	68
State Department of Education	61
Public Secondary Schools	61
Intermediate Education Districts	58
State Board of Higher Education	58
Public 4-Year Colleges or Universities	48
State Board of Education	48
Technical Institutes	42
State Education Coordinating Unit	16

An examination of narrative data relating to this Table appears to support the idea of a Coordinating Board rather than a Super Board with controlling administrative-type responsibility. The sample repeatedly expressed the opinion that there was need for additional coordination to avoid the duplication of effort, and so on, but the formation of a Super Board might lead to an inordinate amount of political power being centered in a single all-inclusive agency. The overall impression, however, is that respondents perceived that improved coordination on a Statewide basis might result from the formation of some type of State Education Coordinating Council.

The following Table summarizes the number of respondents who reported that a Coordinating Body does have and should have a particular responsibility. This Table also shows the percentage increase or decrease in that particular authority or responsibility as perceived by the sample in State 5.

TABLE 59. CURRENT AND PROJECTED COORDINATING AND JURISDICTIONAL RESPONSIBILITIES OF A COORDINATING BODY.

COORDINATING OR JURISDICTIONAL RESPONSIBILITY	HAS THIS	SHOULD HAVE	PERCENT INCREASE	PERCENT DECREASE
Policy-Making..................	4	13	53	
Finance Determination of Coordination..................	4	15	58	
Staffing.......................	3	4	14	
Planning.......................	8	14	27	
Promoting......................	2	13	73	
Program Allocation.............	5	9	31	
Enrollment.....................	2	9	63	
Curriculum Allocation..........	3	7	40	
Communication..................	8	12	20	
Location of Buildings..........		6	100	
Type of Buildings..............	1	4	60	
Supporting Services............	2	6	50	
Dissemination of Education Information....................	10	13	13	
Setting Goals in Education.....	6	16	44	
Field-Testing and Evaluation...	3	12	60	
Implementation of Methods, Curricula, Program, etc.......	4	4		
Research Activities............	4	14	56	
Teacher Education..............	4	9	38	
Development of Specific Programs.........................	3	6	33	

COORDINATING OR JURISDICTIONAL RESPONSIBILITY	HAS THIS	SHOULD HAVE THIS	PERCENT INCREASE	PERCENT INCREASE
Determination of Educational Objectives	4	14	56	
Identification of Problems or Obstacles to Goal Attainment	3	13	63	
Planning and Developing New Educational Programs	4	9	38	
Presenting One Budget for All Public Education with Recommendations to the Legislature	1	11	83	
Suggesting Legislative Improvement	9	15	25	
Conduct Research	3	9	50	
Determining or Coordinating Expansion Plans	1	10	91	
Centralized or Coordinated Data-Processing Services and Facilities	2	10	83	
Reviewing Budget Requests	5	11	37	
Common School (K-12) Education	6	9	20	
Public Post-High Vocational-Technical Education	6	11	29	
Public Post-High School Education	2	11	69	
Coordinating Public Community College Education	4	12	50	
Four-Year Colleges and Universities	2	11	69	
Prescribing or Determining Courses of Study	4	2		33

COORDINATING OR JURISDICTIONAL RESPONSIBILITY	HAS THIS	SHOULD HAVE	PERCENT INCREASE	PERCENT DECREASE
Governing Internal Management of Other Agencies through Policies....................	2	2		
Directing, Creating, Mergine, Consolidating, and/or Reorganizing School Districts	4	13	53	
Allocating Curriculum Responsibilities............	2	5	43	
Teacher Certification.........	7	7		
Articulation of Curriculum....	3	6	33	

An examination of the above Table shows that the proposed Coordinating Body could be delegated more responsibilities than are currently being coordinated by a single State agency. Only one responsibility was identified that should be decreased from its present status. This was the prescription or determination of courses of study. However, the numbers relating to this particular responsibility were quite small and particular significance cannot be attached to it. The overall indication from the above Table is that increased coordination is both feasible and acceptable to the State 5 sample. Many items received considerable support for increased jurisdiction or coordinating authority. Although many of these numbers are quite small, the overall impression still is maintained--that increased coordination or jurisdictional responsibility could feasibly be allocated to a State 5 Coordinating Board. Narrative comments in general also supported increased coordinating activities. However, caution expressed earlier regarding too much centralized control or administrative authority was again repeated by many respondents. The following quotation from the narrative comments helps to clarify the caution mentioned in the preceding sentence:

> "...The Coordinating Body is perceived as being involved in the overall planning, coordination, implementation and evaluation of the total educational system in the State. It should not become so involved in detail that it inhibits the efficient functioning of the individual institutions and agencies and their governing bodies. The strength of a Coordinating Body depends upon their contact with leadership which represents the real needs of the people. Often this is not true. Should this be possible, we could recommend a coordinating unit."

POLICY

Policy in this research was defined as the principles and guidelines which an organization (including its personnel) has agreed to, and is expected to observe. Written policy furnishes an effective guideline for the direction and governing of any organization. Written policies of State education agencies in State 5 are, in general, not readily available. Only three agencies (State Department of Education, State Vocational Division, and Area Vocational Schools) were judged by more than one-half of the sample as having readily-available written policies. All other agencies in the State 5 were reported by less than one-half of the sample as having readily available and accessible policies.

The perceived status of the educational policies and the policy-formulation process among educational agencies and institutions appears to be inadequate. Seventy-four percent (74%) of the sample expressed the opinion that policies and the policy-formulation process among agencies and institutions in State 5 were excellent. Examination of the narrative comments related to this question does not afford any usable insight as to reasons for the inadequacy of the policy and policy formulation.

TABLE 60. OPINION OF ADEQUACY OF AGENCY POLICY AND POLICY-FORMULATION.

CATEGORY	PERCENT
Excellent	0
Satisfactory	23
Inadequate	74
Don't Know	3

Decision-Making

Decision-making in education is a complex process. A myriad of situational and social variables must be considered when a decision is in the process of being made. According to the data, State agencies as a group usually give adequate consideration to the roles and responsibilities of other education agencies in State 5.

TABLE 61. PERCEPTION OF THE AWARENESS OF ROLES AND RESPONSIBILITIES OF OTHER AGENCIES WHEN MAKING DECISIONS.

CATEGORY	PERCENT
Usually or Most of the Time	23
Sometimes	38
Usually Does Not	23
Don't Know	16

The evenly-distributed findings reported in the above Table could be interpreted to indicate that lines of communication between the many agencies need to be further developed. Narrative comments were investigated. These comments appear to support this need for increased communication and the overall problem of increased coordination of general administrative area.

It appears that the current coordination of policy-making among the agencies in State 5 is perceived as being inadequate. Approximately sixty-five percent (65%) of the sample expressed an unfavorable opinion toward this aspect of coordination between agencies.

No single State education agency in State 5 appears to regularly and systematically distribute copies of their policies to other agencies in education. This statement is supported by the following Table whicn presents data tabulated from the questionnaire.

TABLE 62. POLICY DISTRIBUTION OF STATE EDUCATION AGENCIES AND/OR INSTITUTIONS.

AGENCY	PERCENT DISTRIBUTING
State Board of Education	29
State Department of Education	32
State Vocational Division	32
Public Secondary Schools	16
Intermediate Education Districts	7
Area Vocational Schools	23
Technical Institutes	10
Community Colleges	26
State Board of Higher Education	10
Public 4-Year Colleges and Universities	10

Narrative comments furnished by the sample also demonstrate the lack of a systematic and orderly exchange of State education agency policy. Several narrative comments that illustrate this point include:

> "...To my knowledge distribution of policies does not exist on any planned basis."

> "...I'm not aware that this is being done."

> "...Not to my knowledge."

> "...Extremely weak in this area. There appears to be a hidden fear involved that someone is going to gain some insights that might be helpful."

> "...If they do I am not aware of it."

Administration

The programs of administration of a single State agency did not seem to have an undesirable effect upon other State agencies. Participants were asked to identify, by agency, if a program interfered with programs. No more than twenty-nine percent (29%) of the responses were identified with a single State 5 agency. This agency was the State Department of Education. The narrative comments related to this discussed a few minor interferences, but it was impossible to discern a definite trend in the data.

A definition of administration must concern itself with many distinct components. In this research, administration was operationally defined as the conduct of functions such as planning, financing, policy application and so on. Participants were asked to identify general areas of administration that needed improvement.

TABLE 63. PERCEPTION OF ADMINISTRATIVE AREAS IN STATE AGENCIES THAT NEED IMPROVEMENT.

ADMINISTRATIVE AREA	PERCENT
Policy-making	61
Policies	67
Finance	71
Staffing	61
Planning	58
Directing	45
Coordinating	81
Promoting	42
Communicating	77
Research Activities	58
Supporting Services	39
Buildings and Equipment	29

Inspection of the above Table indicates that improvement is desired in the areas of policy-making, policies, finance, staffing, planning, coordinating, communicating and researching activities. No other area received mention by more than one-half of the sample. The problems related to communication and coordinating have already been discussed, but the importance of these two elements cannot be overemphasized in a discussion of administrative practices. Finance, of course, is always of prime concern when suggestions for improvements are solicited. Financial support of the educational programs must be at a level that will enable those programs to provide a full range of administrative services in order that agencies will be able to fulfill their obligation to the State and its citizens. Research activities in education are notorious, perhaps, for lack of support. This is related directly to a lack of financial support for research that will help to identify, initiate and adequately conduct meaningful programs. The problems related to policies and policy-making have already been discussed in this report. They will not be discussed again at this time. The problems of staffing and planning are directly related to an individual agency's overall effectiveness. Staffing is closely related to finance, because without adequate financial support, a department or agency cannot support the staff necessary to do a given task. Planning is essential if direction is to be obtained. Without overall comprehensive planning of programs, the inevitable result is often the duplication of effort, resources and programs.

Roles and Responsibilities

Changes were identified in the roles and responsibilities of education agencies that might improve vocational education programs. Eighty-four percent (84%) of the sample expressed the opinion that there were vocational, technical or occupational education programs which are needed and not currently available.

Sixty-five percent (65%) of the respondents stated they could identify programs that were currently inadequate. Problems related to the administrative areas discussed above, the inadequate assessment of local needs, the lack of a State master plan, and the shortage of relevant vocational-technical subjects in some high schools were representative concerns expressed. The data also provides some evidence that duplication of programs (or courses being offered at more than one place in the State) exists. Sixty-five percent (65%) of the sample supported this statement.

THE PROCESS OF CHANGE IN EDUCATION

This section of the research was concerned with the perceptions of the sample in regard to seven kinds of activity that are characteristic of the change process in education. Participants were asked to identify those areas in the process of change that were significantly strong, weak, missing, unnecessarily duplicated, or where some change was merited. An attempt was made to identify one of these descriptions associated with the change process. The sample was then asked to identify activities in the change process where change might be needed. The following Table represents the activities and percent of respondents identifying the activity as in need of change.

TABLE 64. PERCENT OF RESPONDENTS SUGGESTING CHANGE IN THE ACTIVITIES OF THE CHANGE PROCESS.

CHANGE PROCESS ACTIVITIES	CHANGE NEEDED
Setting Goals in Education	84
Identifying Problems, Establishing Priorities	87
Conducting Research	68
Designing New Programs	71
Field-Testing and Evaluating Programs	74
Disseminating Information	65
Implementation of Programs	47

The activity receiving the greatest percentage response from the sample was the identification of problems and establishment of priorities. These points have been previously discussed, and they are mentioned again here to show their importance and the concern they seem to have in the minds of the State 5 sample. These two activities are especially crucial in a discussion of change since they are so basic to changing existing patterns of behavior.

The process of change as carried out by the various State education agencies was also investigated. Agencies involved in the change process activities where change is needed according to fifty percent (50%) or more of the sample were:

1. State Board of Education.

2. State Department of Education.

3. State Vocational Division or Agency.

4. Public Secondary Schools.

5. Area Vocational Schools.

6. Community or Junior Colleges.

The data presented above in this portion of the research and the examination of the narrative comments presented by participants point out the need for a comprehensive attack on the entire process of change. It appears that many activities in the process of change are in need of attention by some State agencies. Narrative comments pointed out specific items, but often the numbers involved were insufficient to be included at this point. It is essential for progress to result that a coordinated set of goals for vocational education be established. These goals should be based upon a thorough and ongoing assessment. Priorities must be established and thoughtful planning initiated to meet these priorities. As new programs are developed other related State agencies should be made aware of their possibilities and ramifications in order to avoid the duplication of effort, resources, and programs.

Personal Data Tabulation

Name of State: State 5

Number: 31

	Under 40	40 - 50	Over 50
Age	11	8	12

	Some High Sch.	High School G.	Some College	College Degree
Highest Education Level Completed	0	1	1	29

	No	Local	State	Other
Are you now a member of a Board of Education?	27	0	2	2

	No	Local	State	Other
Are you now a member of an Advisory Board?	22	2	5	2

Previous Work Experience:	Frequency	Mean No. Years
(1) Professional (Medicine, Dentistry, etc., do not include employment in education)	5	13.0
(2) Agriculture Production	8	7.1
(3) Manager or Proprietor	4	1.5
(4) Sales	6	1.8
(5) Office Occupations (e.g., secretarial, clerical, etc.)	6	3.5
(6) Craftsman	6	4.5
(7) Service Occupations	3	7.7
(8) Unskilled Laborer	2	5.5
(9) Military	6	3.2
(10) Housewife	0	0.0

Personal Data Tabulation (cont.):

Approximate number of years of teaching experience in;

	Frequency	Mean No. Years
(a) General Education............	14	13.4
(b) Vocational Education.........	9	6.4
(c) Both Areas...................	3	24.3

Approximate number of years of experience in educational administration in;

	Frequency	Mean No. Years
(a) General Education............	10	18.7
(b) Vocational Education..........	7	9.1
(c) Both Areas...................	1	25.0

	Urban Area*	Rural Area**
Where have you lived most of your life?	5	26
Where has most of your work experience been?	9	22

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* Population over 50,000
** Population under 50,000

(6) Report for State 6 Based on Data from Group Interview Guide

INTRODUCTION

One essential for the improvement of instruction in educational institutions is to first improve the definition of respective roles and responsibilities, policies, organization and administration of a state's education system. A single state system often includes many distinct components with both separate and overlapping responsibilities.

This research investigated the above assumption dealing with occupational education and other educational activities having direct influence upon students, grades 9-14, primarily in the public schools.

Included is a summary of the data obtained from the Group Interview Guides from State 6, which identifies the perceptions and opinions of respondents pertaining to roles, responsibilities and interrelationships among those institutions and agencies providing occupational education. The report is organized in four sections to be descriptive of the responses to questions about: (1) Foundations, (2) Coordination, (3) Policy, and (4) Process of Change. From this focus, the following will result:

(1) The identification of significant issues in the State's educational structure.

(2) The identification of questions to be answered.

(3) The identification of areas of conflict among various State educational agencies.

(4) The identification of gaps in educational responsibility by agencies in the State.

(5) The identification of the current status of the overall organization for education in the State.

Description of Sample

The design of the research project is based upon the belief that what the general public believes and desires is of major importance. Individuals were invited to participate from a cross-section of the public. The information collected was analyzed and identified by three categories of information:

(1) The perceptions of various facets of the system as it now operates.

(2) The concepts of what would be the ideal system.

(3) The opinions and suggestions concerning changes which may be both feasible and desirable.

It was the intent to identify issues, problems, gaps, and overlaps among the many educational agencies providing service in the state.

Personal Data Tabulation

Thirty individuals returned questionnaires from State 6. This was a fifty-two percent (52%) return of mailed questionnaires. The ages of the participants were fairly evenly distributed. Only five individuals were under the age of forty. Twenty-seven members of the sample held one or more college degrees, and not a single member of the sample had less than "some college." The majority of the sample lived and worked in rural areas.

Three individuals were members of a local board of education on either the local or State level. Seven members of the sample reported membership on advisory boards. One of these was on the local level, four on the State level, and two checked the category "other."

Several members of the sample reported teaching experience and also administrative experience. The majority of this experience appears to have been in general education as opposed to vocational education. However, five individuals reported teaching in both areas of education, while three individuals reported administrative experience in both general areas of education.

FOUNDATION FOR THE STATE'S EDUCATION SYSTEM

The foundation for the State's education system includes the legal statutes enacted by the legislature, the philosophy and objectives of the respective education agencies and institutions, their respective roles and responsibilities and the way such areas are allocated among the agencies and institutions concerned. Questions in this section of the research were directed to obtain the respondent's perceptions regarding these aspects of the State 6 education program.

State Structure for Education

The pattern of organization in State 6 is typical of those found in other states. All agencies listed on the questionnaire were identified as existing in State 6 by a large majority of the sample, with the exception of a State Education Coordinating Unit. The data indicated the existence of overwhelming support for a change in the laws or statutes affecting public education. The large majority (97%) of the sample favored changes in existing laws regarding education to make it more pertinent to students, to remove unnecessary duplications, to improve efficiency and economy and to fill existing gaps.

TABLE 65. PERCENT FAVORING CHANGE IN EXISTING LAWS OF STATE EDUCATION AGENCY.

STATE EDUCATION AGENCY	PERCENTAGE FAVORING CHANGE IN LAW
State Board of Education	38
State Department of Education	41
State Vocational Division	59
Public Secondary Schools	38
County or IED District	7
Area Vocational Schools	63
Technical Institutes	48
Community Colleges	79
State Board of Higher Education	10
Public 4-Year Colleges and Universities	10
State Education Coordinating Unit	14

Three agencies were identified by more than one-half of the respondents as needing changes in their present legal basis. These agencies were:

(1) State Vocational Division.

(2) Area Vocational Schools.

(3) Community Colleges.

Extensive narrative comments were provided by respondents related to the above Table. Many of them discussed agencies other than the three mentioned in the preceding paragraph. An analysis of these narrative comments showed an overriding concern with the problem of coordinating the effort of the many education agencies in State 6. (This entire problem of coordination will be explored in a later section of this report.) In analyzing comments related directly to area vocational schools, the State Vocational Division and community colleges, many interesting insights into the thinking of the sample were gained. One representative concern dealt with the problem of small, inadequate technical institutes and community colleges. The conflicts between area vocational schools, technical institutes, and community colleges in State 6 were mentioned at length. Respondents felt the State Department should provide more leadership in solving the conflicts that exist through increased coordination of effort in directed planning of current and proposed programs. A quote from one respondent:

> "...the role of junior colleges and vocational and technical programs needs defining. In some situations we have junior colleges in open competition with area vocational schools. We need coordination. Transfer credit may be a growing problem. When our technical institute was founded a few years ago, many legislators wanted a provision in the enabling act that no credit earned at the institute would be transferable to the State degree-granting institution. I see the need for terminal training in many areas, but if a technical institute teaches college-level courses, and students subsequently decide to go on to college, there should be no arbitrary bar imposed on transfer of credits."

The above quote from a questionnaire is included to show one type of problem that appears to exist in State 6. Laws appear to be adequate according to some members of the sample, but the implementation of these laws by various State education agencies is not satisfactory according to other members of the sample. Finally, it appears from questionnaire responses that community colleges and area vocational schools are not always placed in geographic locations close to the potential student population.

Apparent Philosophy and Objectives

A large majority (80%) of the respondents stated they were aware of a need for change in the apparent philosophy and objectives of various education agencies in State 6. This majority felt that one or more of the State agencies was in need of change. This ranged from only about eight percent (8%) who felt that change was needed in the philosophy of the intermediate education districts to a high of seventy-one percent (71%) who expressed a concern with the area vocational schools. Several other agencies in State 6 were identified by fifty percent (50%) or more of the sample as being in need of change in their basic philosophy and objectives. These agencies were:

(1) State Board of Education.

(2) State Department of Education.

(3) State Vocational Division or Agency.

(4) Public Secondary Schools.

(5) Area Vocational Schools.

(6) Community Colleges.

The narrative portion related to this question again re-emphasized the conflict between area vocational schools, technical institutes and community or junior colleges. The conflict was mentioned both in terms of objectives and their basic philosophy. Some respondents felt that the State Department of Education should take some steps to specify objectives and help develop a compatible philosophy for each of the separate state agencies.

Roles and Responsibilities

A majority of the sample (87%) expressed the opinion that there was a need for change in the roles and responsibilities of the various agencies and institutions in State 6. State agencies identified by fifty percent (50%) or more of the respondents who expressed a need for change were:

(1) State Department of Education.

(2) State Vocational Division or Agency.

(3) Area Vocational Schools.

(4) Community or Junior Colleges.

A close inspection of the narrative comments referring to roles and responsibilities indicates a need on the part of educational agencies in State 6 to clarify and specifically state their existing roles in the overall educational program of the State. This action initially should focus on the removal of duplication of effort and attention to the resources of conflicting agencies. Directed program planning based upon a compatible philosophy is needed to point out overlapping areas. This is necessary prior to the development and assignment of specific roles and responsibilities. It appears that the agencies mentioned in the preceding list need to communicate more information regarding their roles and responsibilities in regard to occupational education. Problems of coordination, resources, and policy were all mentioned by participants. These will be discussed later in this report. Members of the sample also mentioned the importance of involvement of lay citizens. They felt that the professional educator must be tied to the lay public and that if this is done, more realistic training for business life in the community will result.

COORDINATION

The coordination of various agencies charged with similar responsibilities is a perplexing problem in any organization, regardless of its size. In a political entity as complex as State 6, the problem of coordination assumes vast proportions. Coordination as studied in this research refers to relating, allocating, and integrating various factors and functions among respective educational agencies and institutions in the State. This might involve finance, budgets, curriculum and many other related educational matters.

Many agencies in State 6 are currently charged with the coordination of two or more educational agencies and/or institutions according to the responses recorded on the questionnaire. Eighty-three percent(83%) of the sample indicated the existence of such agencies. The sample did not appear pleased with the effect of the Statewide coordination efforts. This is supported by a finding that a large majority (70%) of the sample responded unfavorably to the questionnaire item dealing with this point. This can be interpreted to mean that really effective Statewide coordination and articulation of the many levels of vocational-technical-occupational education does not in reality exist. Some problems related to the coordination and competition between a few of the State agencies have already been discussed. The narrative comments and questionnaire responses reported in a previous section of this report support the finding that there is a definite need for more effective Statewide coordination in State 6. Overlapping functions and the need for specified program planning were specific items mentioned. Respondents, however, did mention that this is improving with changes in the function and operation of the State Board of Education, the State Department of Vocational Education, and the State Department of Education.

It was reported that a Coordinating Body presently has some jurisdiction and/or coordinating responsibility over the agencies listed in the following Table:

TABLE 66. AGENCIES CURRENTLY BEING COORDINATED BY A COORDINATING BODY AS REPORTED BY RESPONDENTS.

STATE AGENCY	PERCENT RESPONSE
State Board of Education	28
State Department of Education	56
State Vocational Division	72
Public Secondary Schools	68
Intermediate Education Districts	28
Area Vocational Schools	68
Technical Institutes	48
Community or Junior Colleges	64
State Board of Higher Education	0
Public 4-Year Colleges and Universities	11
State Education Coordinating Unit	0

The coordination of agencies by a single State-level Educational Coordinating Council or Super Board was an organizational concept explored in this research. Fifty-three percent (53%) of the respondents expressed a favorable opinion toward this concept. They felt that the Coordinating Body should have jurisdiction or coordinating authority over the agencies listed in the following Table:

TABLE 67. AGENCIES THAT SHOULD BE UNDER THE JURISDICTION OF A STATE-LEVEL EDUCATION COORDINATING COUNCIL OR SUPER BOARD.

AGENCY	PERCENT FAVORING COORDINATION
Area Vocational Schools	60
State Department of Education	40
State Vocational Division	53
Public Secondary Schools	53
Technical Institutes	60
Intermediate Education Districts	27
Community or Junior Colleges	57
Public 4-Year Colleges or Universities	37
State Board of Education	33
State Board of Higher Education	20
State Education Coordinating Unit	13

An examination of narrative data relating to this Table appears to support the general idea of a Coordinating Board rather than a Super Board, which would have controlling, administrative-type responsibilities. The sample definitely felt that there was a need for additional coordination to avoid duplication of effort and so on. However, the caution was expressed that creation of a Super Board might lead to an inordinate amount of power being centered in one agency. The overall impression, however, is that respondents perceive that improved coordination on a Statewide basis is necessary.

The following Table summarizes a number of respondents who reported that a Coordinating Body does have and should have a particular responsibility. This Table also shows the percentage increase or decrease in that particular authority or responsibility as perceived by the sample in State 6.

TABLE 68. CURRENT AND PROJECTED COORDINATING AND JURISDICTIONAL RESPONSIBILITIES OF A COORDINATING BODY.

COORDINATING OR JURISDICTIONAL RESPONSIBILITY	HAS THIS	SHOULD HAVE	PERCENT INCREASE	PERCENT DECREASE
Policy-Making	13	10		13
Finance Determination of Coordination	9	11	20	
Staffing	8	6		14
Planning	12	13	4	
Promoting	9	12	14	
Program Allocation	7	7		

COORDINATING OR JURISDICTIONAL RESPONSIBILITY	HAS THIS	SHOULD HAVE	PERCENT INCREASE	PERCENT DECREASE
Enrollments	8	6		4
Curriculum Allocation	7	11	22	
Communications	7	11	22	
Location of Buildings	5	6	9	
Type of Buildings	7	5		17
Supporting Services	3	6	33	
Dissemination of Education Information	10	10		
Setting Goals in Education	9	11	10	
Field-Testing and Evaluation in Education	4	12	50	
Implementation of Methods, Curricula, Programs, etc.	5	8	23	
Research Activities	7	14	67	
Teacher Education	10	12	9	
Development of Specific Programs	6	6		
Determination of Educational Objectives	8	11	16	
Identification of Problems or Obstacles to Goal Attainment	6	13	37	
Planning and Developing New Educational Programs	7	8	7	
Presenting One Budget for All Public Education with Recommendations to the Legislature	2	7	56	
Suggesting Legislative Improvement	13	13		
Conduct Research	6	12	33	
Determining or Coordinating Expansion Plans	7	14	33	

COORDINATING OR JURISDICTIONAL RESPONSIBILITY	HAS THIS	SHOULD HAVE	PERCENT INCREASE	PERCENT DECREASE
Centralized or Coordinated Data-Processing Services and Facilities	2	8	60	
Reviewing Budget Requests	11	9		10
Common School (K-12) Education	12	7		26
Public Post-High Vocational-Technical Education	11	9		10
Public Post-High School Education	8	10	11	
Coordinating Public Community College Education	9	12	14	
Four-year Colleges and Universities	3	8	45	
Prescribing or Determining Courses of Study	2	2		
Governing Internal Management of Other Agencies through Policies	3	2		20
Directing, Creaing, Mergine, Consolidating, and/or Reorganizing School Districts	8	7		7
Allocating Curriculum Responsibilities	4	5	11	
Teacher Certification	11	5		37
Articulation of Curriculum	3	6	33	

An examination of the above Table shows that the Coordinating Body could be delegated several responsibilities. These responsibilities range from a very few who felt that they should assume more responsibilities in the area of planning, to a large percentage increase in respondents who felt that they should assume more activities in the areas of field-testing and evaluation, research activities, the coordination of budgets, providing data-processing services, and coordination of four-year colleges and universities. The main difficulty in attempting to interpret the above Table is that the numbers are quite small to base generalizations upon. However, one cannot neglect the finding that increased coordination is necessary, if progress is to result. It is interesting to note that many of the items dealing with research--both the conducting of research and the implementation of research findings--were items that the sample felt should come under the jurisdiction of a Coordinating Board. Narrative comments related to this Table again supported increased coordinating activities However, they suggested that possibly the State Board of Education could assume many of these responsibilities.

POLICY

Policy in this research was defined as the principles and guidelines which an organization (including its personnel) has agreed to and is expected to observe. Written policy furnishes an effective guideline for the direction and governing of any organization. Written policies of State education agencies in State 6 are, in general, not readily available to other State agencies. Only two agencies (The State Department of Education and community or junior colleges) were judged by more than one-half of the sample as having readily-available written policies.

The perceived status of the educational policies and the policy-formulation process among education agencies and institutions appears to be inadequate. Forty-five percent (45%) of the sample expressed the opinion that policies and the policy-formulation process were inadequate. Forty-one percent (41%) of the sample judged this process and policy to be satisfactory or excellent. Examination of the narrative comments related to this question was carried out to ascertain why there was such an even distribution of respondents. Very few respondents offered narrative comments related to this question, and it is not possible to determine why such a slim majority exists.

TABLE 69. OPINION OF ADEQUACY OF AGENCY POLICY AND POLICY-FORMULATION.

CATEGORY	PERCENT
Excellent	3
Satisfactory	38
Inadequate	45
Don't Know	14

Decision-Making

Decision-making in education is a complex process. A myriad of situational and social variables must be considered when a decision is in the process of being made. According to the data, state agencies as a group usually give adequate consideration to the roles and responsibilities of other education agencies in State 6.

TABLE 70. PERCEPTION OF THE AWARENESS OF ROLES AND RESPONSIBILITIES OF OTHER AGENCIES WHEN MAKING DECISIONS.

CATEGORY	PERCENT
Usually or Most of the Time	27
Sometimes	30
Usually Does Not	27
Don't Know	16

The findings reported in the above Table support an interpretation that other agencies are considered, although not necessarily consulted, when decisions are being made. Narrative comments related to the above Table support the need for increased communication and coordination between agencies, so that decisions can be made on a wider base of information and avoid conflicting with roles of other State agencies.

It appears that the current coordination of policy-making among the agencies in State 6 is perceived as being unsatisfactory. Fifty-two percent (52%) of the sample expressed an unfavorable opinion toward this aspect of coordination between education agencies. Only thirty-four percent (34%) perceived this coordination of policy-making as being satisfactory or excellent. This slim percentage toward the negative side is not surprising in light of previous narrative comments in this report pointing out the existing problems of coordination and competition between certain agencies.

No single State education agency in State 6 appears to regularly and systematically distribute copies of their policies to other agencies in education. This statement is supported by the following Table which presents data tabulated from questionnaires.

TABLE 71. PERCEIVED POLICY DISTRIBUTION BY STATE AGENCIES AND/OR INSTITUTIONS.

AGENCY	PERCENT DISTRIBUTING
State Board of Education	13
State Department of Education	30
State Vocational Division	30
Public Secondary Schools	23
Intermediate Education Districts	7
Area Vocational Schools	20
Technical Institutes	13
Community Colleges	30
State Board of Higher Education	13
Public 4-Year Colleges and Universities	13
State Education Coordinating Unit	3

Few narrative comments were furnished by the sample. However, those that were volunteered further demonstrate the lack of a systematic and orderly exchange of State education agency policy.

Administration

The programs of administration of a single State agency did not seem to have an undesirable effect upon other State agencies. Participants were asked to identify by agency if their program interfered with other programs. No more than forty percent (40%) of the responses were identified with a single State 6 education agency. The narrative comments related to this point discussed a few minor interferences, but it was impossible to discern a definite trend in the data.

A definition of administration must concern itself with many distinct components. In this research, administration was operationally defined as a conduct of functions such as planning, financing, policy application and so on. Participants were asked to identify general areas of administration that needed improvement.

TABLE 72. PERCEPTION OF ADMINISTRATIVE AREAS IN STATE AGENCIES THAT NEED IMPROVEMENT.

ADMINISTRATIVE AREA	PERCENT RESPONDING
Policy-Making	53
Policies	37
Finance	60
Staffing	40
Planning	53
Directing	20
Coordinating	53
Promoting	30
Communicating	53
Research Acttvities	27
Supporting Services	20
Buildings and Equipment	27

Inspection of the above Table indicates that improvement is desired in the areas of policy-making, finance, planning, coordinating and communicating. No other area received mention by more than one-half of the sample. The many problems related to communication and coordinating have previously been discussed, but the importance of these two elements connot be over-emphasized in a discussion of administrative practices. Finance, of course, is always a prime concern when suggestions for improvement are solicited. Financial support of the educational programs must be at a level that will enable those programs to provide a full range of administrative services so that agencies will be able to fulfill their obligation to the State and its citizens. Policy-making has also previously been discussed. The importance of a guiding policy to assist an organization in achieving its goals can also not be over-emphasized.

Roles and Responsibilities

Changes were identified in the roles and responsibilities of education agencies that might improve vocational eudcation programs. Ninety percent (90%) of the sample expressed the opinion that there are vocational, technical, or occupational education programs which are needed and not currently available. Specific suggestions were offered in the narrative portion of the questionnaire. These dealt with such things as engineering aids, more agriculturally-related technologies, and so on.

Seventy-seven percent (77%) of the respondents stated they could identify programs that were currently inadequate. Problems of coordination, inadequate assessment of local needs, the absence of a State master plan, and the shortage of vocational-technical subjects in some high schools were representative concerns expressed. Also, respondents mentioned the over-abundance of certain programs when the opportunities for employment were relatively limited. The data provides some evidence also that duplication of programs (or courses being offered in more than one place in the State)exist. Seventy percent (70%) of the sample supported this statement.

THE PROCESS OF CHANGE IN EDUCATION

This section of the research was concerned with the perceptions of the sample in regard to seven kinds of activity that are characteristic of the change process in education. Participants were asked to identify those areas in the process of change that were significantly strong, weak, missing, unnecessarily duplicated, or where some change was merited. An attempt was made to identify one of these descriptions associated with the change process. The sample was then asked to identify activities in the change process where change might be needed. The following Table represents the activities and percent of respondents identifying the activity as in need of change.

TABLE 73. PERCENT OF RESPONDENTS SUGGESTING CHANGE IN THE ACTIVITIES OF THE CHANGE PROCESS.

CHANGE PROCESS ACTIVITIES	CHANGE NEEDED
Setting Goals in Education	60
Identifying Problems, Establishing Priorities	77
Conducting Research	73
Designing New Programs	77
Field-Testing and Evaluating Programs	77
Disseminating Information	70
Implementation of Programs	77

All activities in the above Table were perceived by sixty percent(60%) or more of the sample as needing change. All of these activities are essential to the change process in education. If one is weak, it is very difficult to change existing programs and behaviors. It appears from the above Table that the various education agencies in State 6 need to pay special attention to the change process as it is currently operating. The first two items in Table 73, "setting goals" and "identifying problems," are especially important. Program implementation also appears to be a major problem.

The process of change as carried out by the various State education agencies was also investigated. Agencies involved in the change proces activities where change is needed according to fifty percent (50%) or more of the sample were:

(1) State Board of Education.

(2) State Department of Education.

(3) State Vocational Division or Agency.

(4) Public Secondary Schools.

(5) Area Vocational Schools.

(6) Technical Institutes.

(7) Community Colleges.

The data presented in this portion of the research and an examination of the narrative comments presented by participants point out the urgent need for a comprehensive attack on the entire process of change. It appears that all activities in the process of change are in need of attention by most State agencies. Narrative comments pointed out some specific items, but the numbers involved were insufficient to be included at this point. It is essential if educational progress is to result, that a coordinated set of goals for occupational education be established. These goals should be based upon a thorough and ongoing assessment. Priorities must be established and thoughtful planning initiated to meet these priorities. Programs must be designed, field-tested and information regarding them disseminated to other agencies. As these new programs are developed, the other agencies should be made aware of their possibilities and ramifications in order that duplication of effort, resources and programs does not result. An overall impression of the State 6 data supplies an indication that a great deal of effort must be expended if duplication of programs, and competition between certain agencies is to be eliminated and a meaningful occupational education program is to result.

Personal Data Tabulation

Name of State: State 6

Number: 30

	Under 40	40 - 50	Over 50
Age	5	13	12

	Some High Sch.	High School G.	Some College	College Degree
Highest Education Level Completed	0	0	3	27

	No	Local	State	Other
Are you now a member of a Board of Education?	27	2	1	0

	No	Local	State	Other
Are you now a member of an Advisory Board?	23	1	4	2

Previous Work Experience:	Frequency	Mean No. Years
(1) Professional (Medicine, Dentistry, etc., do not include employment in education)	2	2.5
(2) Agriculture Production	6	7.7
(3) Manager or Proprietor	6	1.7
(4) Sales	10	3.4
(5) Office Occupations (e.g., secretarial, clerical, etc.)	3	3.0
(6) Craftsman	5	4.6
(7) Service Occupations	1	1.0
(8) Unskilled Laborer	0	0.0
(9) Military	12	9.3
(10) Housewife	1	32.0

Personal Data Tabulation (cont.):

Approximate number of years of teaching experience in;

	Frequency	Mean No. Years
(a) General Education.............	13	9.0
(b) Vocational Education.........	5	11.8
(c) Both Areas....................	5	11.6

Approximate number of years of experience in educational administration in;

	Frequency	Mean No. Years
(a) General Education.............	10	14.5
(b) Vocational Education..........	6	11.8
(c) Both Areas....................	3	25.3

	Urban Area*	Rural Area**
Where have you lived most of your life?	12	18
Where has most of your work experience been?	11	19

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* Population over 50,000
** Population under 50,000

(7) Report for State 7 Based on Data from Group Interview Guide

INTRODUCTION

One essential for the improvement of instruction in education institutions is to first improve the definition of respective roles and responsibilities, policies, organization and administration of a state's education system. A single state system often includes many distinct components with both separate and overlapping responsibilities.

This research investigated the above assumption dealing with occupational education and other educational activities having a direct influence upon students, grades nine through fourteen, primarily in the public schools.

Included is a summary of the data obtained from the Group Interview Guides from State 7, which identifies the perceptions and opinions of respondents pertaining to roles, responsibilities and interrelationships among those institutions and agencies providing occupational education. The report is organized in four sections to be descriptive of the responses to questions about: (1) Foundations, (2) Coordination, (3) Policy, and (4) Process of Change. From this focus, the following will result:

(1) The identification of significant issues in the State's educational structure.

(2) The identification of questions to be answered.

(3) The identification of areas of conflict among various State educational agencies.

(4) The identification of gaps in educational responsibility by agencies in the State.

(5) The identification of the current status of the overall organization for education in the State.

Description of Sample

The design of the research project is based upon the belief that what the general public believes and desires is of major importance. Individuals were invited to participate from a cross-section of the public. The information collected was analyzed and identified by three categories of information:

(1) The perceptions of various facets of the system as it now operates.

(2) The concepts of what would be the ideal system.

(3) The opinions and suggestions concerning changes which may be both feasible and desirable.

It was the intent to identify issues, problems, gaps, and overlaps among the many educational agencies providing service in the State.

Personal Data Tabulation

Fifty-six individuals participated in a group session to complete the Interview Guide. The ages of the participants were evenly distributed. Fifty-three had college degrees, three had some college credit, and two individuals had no college training. The sample was unevenly distributed with the majority of the sample living and working in urban settings.

One person was a member of a local board of education. Various other participants were members of other boards. Eleven indicated membership on local, regional, or State-level "advisory" boards.

Forty-six participants had teaching experience in their background with 23 in general education, 12 vocational education only, while 11 had taught in both the general and vocational field.

Thirty-nine individuals reported administrative experience of varying responsibilities in both general and vocational education.

FOUNDATION FOR THE STATE'S EDUCATION SYSTEM

The foundation for the State's education system includes the legal statutes enacted by the legislature, the philosophy and objectives of the respective education agencies and institutions, their respective roles and responsibilities and the way such areas are allocated among the agencies and institutions concerned. Questions in this section of the research were directed to obtain respondent's perceptions regarding these aspects of the State 7 educational program.

State Structure for Education

The pattern of organization in State 7 is typical of those in other states. Nearly all agencies were identified as existing in State 7 by sixty percent (60%) or more of the sample. A State Education Coordinating Unit, however, was mentioned by only thirty-two percent (32%) of the sample. The data indicate the existence of some support for a change in the laws or statutes affecting public education. A majority (80%) of the sample favored changes in existing laws to make education more pertinent to students, to remove unnecessary duplications, to improve efficiency and economy, and to fill existing gaps.

TABLE 74. PERCENT FAVORING CHANGE IN EXISTING LAWS OF STATE EDUCATION AGENCY.

STATE EDUCATION AGENCY	PERCENTAGE FAVORING CHANGE IN LAW
State Board of Education	33
State Department of Education	40
State Vocational Division	40
Public Secondary Schools	38
County or IED District	31
Area Vocational Schools	36
Technical Institutes	33
Community Colleges	51
State Board of Higher Education	33
Public 4-Year Colleges and Universities	44
State Education Coordinating Unit	33

Only one agency, however, was identified by more than one-half of the respondents as needing some change in its present legal status. This was the community colleges.

Community Colleges

The concern with the legal statutes of State 7's community colleges was reflected in the narrative comments furnished by respondents. Several individuals mentioned the problem of students having to pay an extra fee when enrolling at an "out-of-county" community college. This would make it possible for a student to pursue a curriculum unavailable to his own county without paying out-of-county tuition. Concern was expressed with the autonomy of community colleges. It was suggested that each community college have its own board of trustees, and that the Associate of Arts degree receive more recognition by the State colleges and universities. It appears that the community colleges should emphasize technical and terminal programs more, rather than concentrating on transfer programs. The above items are some of the comments contained in the questionnaire. They were not majority comments; however, they seemed to express the opinions of a sizable number of the sample.

Apparent Philosophy and Objectives

A large majority of the respondents stated they were aware of a need for change in the apparent philosophy and objectives of the various educational agencies in State 7. Seventy-eight percent (78%) of the sample felt that one or more of the State agencies was in need of change. This ranged from sixteen percent (16%) who felt a change was needed in the philosophy of the State Education Coordinating Unit, to a high of sixty-four percent (64%) who expressed a similar concern with the public secondary schools.

The narrative comments related to philosophy and objectives were examined to discover the changes suggested by the sample. Many comments were quite explicit in regard to the curriculum offerings and counseling services available to State 7 high school students. There appears to be a definite need for high schools to re-examine their basic philosophy toward occupational education as opposed to preparation for college. Realistic objectives for total educational needs should be developed that respond to the changing needs of today's youth, as one participant stated:

> "...is a need for a change in philosophy. Vocational education is for everyone--the bright as well as the handicapped, slow-learner, etc. Need to consider the possibility of career information for all students. Also, all need to realize that the objectives of all education are very similar and cannot be separated for various areas of training."

Roles and Responsibilities

A large proportion of the sample (84%) expressed the opinion that there was a need for change in the roles and responsibilities of the various agencies and institutions in State 7. Only the State Department of Education, however, was identified by more than one-half of the sample as in need of change. Inspection of the narrative comments referring to roles and responsibilities does not indicate any clear consensus as to the direction of the desired change. There appears to be a need for the State Department of Education to clarify and firmly state their existing role in the overall educational program in the State.

COORDINATION

The coordination of various agencies charged with similar responsibilities is a perplexing problem in any organization, regardless of its size. In a political entity as complex as State 7, the problem of coordination assumes vast proportions. Coordination as studied in this research refers to relating, allocating, and integrating various factors and functions among the respective educational agencies and institutions in the State. This might include finance, budgets, curriculum, and many other related educational matters.

No agency in State 7 is currently charged with the coordination of two or more education agencies and/or institutions according to the responses recorded on the questionnaire. Seventy-three percent (73%) of the sample indicated that no official agency is assigned this responsibility. An examination of the narrative comments indicates that considerable cooperation, not legal coordination, currently exists between the many State agencies.

A majority of the respondents stated the opinion that effective Statewide coordination and articulation of the several levels of vocational-technical education exists. An examination of the narrative comments also supports this opinion. Several unfavorable comments about current coordination were presented; however, the overall impression gathered from the data is that, at present, coordination in State 7 is satisfactory.

The coordination of agencies by a single State-level Education Coordinating Body or Super Board was an organizational concept explored in this research. Seventy-two percent (72%) of the respondents favored this concept. They felt the Coordinating Body should have jurisdictional or coordinating authority over the agencies listed in the following Table:

TABLE 75. AGENCIES THAT SHOULD BE UNDER THE JURISDICTION OF A STATE-LEVEL EDUCATION COORDINATING COUNCIL OR SUPER BOARD.

STATE EDUCATION AGENCY	PERCENT FAVORING COORDINATION
State Education Coordinating Unit	25
State Board of Education	41
State Board of Higher Education	46
Intermediate Education Districts	50
Technical Institutes	52
State Department of Education	54
Public Secondary Schools	55
State Vocational Division	57
Area Vocational Schools	59
Public 4-Year Colleges or Universities	66
Community or Junior Colleges	72

A minor amount of conflect exists on the formation of a Super Board in State 7. Respondents expressed some concern over investing too much power in one single board. Their narrative reports also expressed strong support for the concept of overall coordination as expressed by this comment:

> "...potential danger in the concentration of power is more than offset by the need to have more than informal coordination of programs."

The majority of the narrative comments can be summarized by saying that coordinating authority is satisfactory, but the Body should not have control and/or jurisdiction over all educational agencies in State 7. It appears that respondents perceived better Statewide coordination would result in a better overall utilization of the State's resources.

The following Table summarizes the respondents who reported that the Coordinating Body does have and should have a particular responsibility, and also the percentage decrease or increase in that particular authority as perceived by the sample.

TABLE 76. CURRENT AND PROJECTED COORDINATING AND JURISDICTIONAL RESPONSBIBILITIES OF THE COORDINATING BODY.

COORDINATING OR JURISDICTIONAL RESPONSIBILITY	HAS THIS	SHOULD HAVE	PERCENT INCREASE	PERCENT DECREASE
Policy-Making	11	22	33	
Finance Determination Coordination	8	27	49	
Staffing	6	14	20	
Planning	15	29	32	
Promoting	9	21	40	
Program Allocation	8	20	43	
Enrollments	4	15	58	
Curriculum Allocations	4	14	56	
Communications	12	30	56	
Location of Buildings	4	11	47	
Type of Buildings	5	7	17	

COORDINATING OR JURISDICTIONAL RESPONSIBILITY	HAS THIS	SHOULD HAVE THIS	PERCENT INCREASE	PERCENT DECREASE
Supporting Services	3	16	68	
Dissemination of Educational Information	14	33	40	
Setting Goals in Education	11	29	45	
Field-Testing and Evaluation in Education	7	24	55	
Implementation of Methods, Curricula, Programs, etc	6	17	48	
Research Activities	12	28	40	
Teacher Education	5	21	62	
Development of Specific Programs	5	13	44	
Determination of Educational Objectives	9	21	40	
Planning and Developing New Educational Programs	5	20	60	
Presenting One Budget for All Public Education with Recommendations to the Legislature	5	27	69	
Suggesting Legislative Improvement	12	31	44	
Conduct Research	11	18	24	
Determining or Coordinating Expansion Plans	8	22	47	
Centralized or Coordinated Data-Processing Services and Facilities	3	24	78	

COORDINATING OR JURISDICTIONAL RESPONSIBILITY	HAS THIS	SHOULD HAVE	PERCENT INCREASE	PERCENT DECREASE
Reviewing Budget Requests.......	8	18	39	
Common School (K-12) Education..	8	16	33	
Public Post-High Vocational-Technical Education............	9	21	40	
Public Post-High School Education......................	9	20	38	
Coordinating Public Community College Education..............	8	23	48	
Four-Year Colleges and Universities..................	8	19	41	
Prescribing or Determining Courses of Study...............	4	5	11	
Governing Internal Management of Other Agencies through Policies.......................	4	7	27	
Directing, Creating, Merging, Consolidating, and/or Reorganizing School Districts....	3	9	50	
Allocating Curriculum Responsibilities...............	5	16	53	
Teacher Certification...........	9	11	10	
Articulation of Curriculum......	4	20	67	

A cursory examination of the above Table shows that the proposed Coordinating Body could have increased responsibilities in virtually all of the listed areas. Some of the numbers are quite small, but the overall indication is that increased coordination is feasible and acceptable to the State sample. No coordinating or jurisdictional responsibilities were identified that should be decreased from their present status. Narrative comments also support increased responsibilities for coordinating activities. However, the caution expressed earlier regarding too much centralized control was again mentioned.

The most striking categories identified as needing increased coordination or jurisdiction can be roughly categorized as overall planning and program identification. Specifically they dealt with the identification of problems, planning and developing programs, providing for curriculum articulation, coordinating State budgets of all educational agencies, and centralized data processing. All of the above activities received a sixty percent (60%) increase when respondents were asked what responsibilities should a Coordinating Body have. As one individual stated:

> "...Once the philosophical basis has been established for all education, then the coordinating unit can establish priorities and long-range planning; and make recommendations to the legislative body at the State level for implementation."

POLICY

Policy in this research was defined as the principles and guidelines which an organization (including its personnel) has agreed to, and is expected to observe. Written policy furnishes an effective guideline for the direction and governing of any organization.

Written policies in State 7 for State education agencies are, in general, not readily available. The following agencies were designated as not having readily-available written policy by one-half or less of the sample:

(1) State Department of Education (48%)

(2) Public Secondary Schools (48%)

(3) County Education Districts (39%)

(4) Area Vocational Schools (25%)

(5) Technical Institutes (9%)

(6) Community Colleges (39%)

(7) State Board of Higher Education (21%)

(8) Public 4-year Colleges and Universities (39%)

The above indicates, in part, that many of the education agencies in State 7 do not have readily available written policies. In the opinion of the respondents in this research, only the State Board of Education and the State Vocational Division were identified by one-half or more as having available policies.

The perceived status of the education policies and the policy formulation process itself among education agencies appears to be satisfactory.

TABLE 77. OPINION OF ADEQUACY OF AGENCY POLICY AND POLICY FORMULATION.

CATEGORY	PERCENT
Excellent	30
Satisfactory	29
Inadequate	39
Don't Know	1

Only an extremely small portion of the sample expressed no opinion on this question. A majority (59%) expressed a favorable opinion. Comments were given that provide an insight into the thinking of the thirty-nine percent (39%) of the sample who expressed dissatisfaction with the current status of policy-making in some State education agencies. The general tone of the narrative comments points out a need for better communication and coordination of the State agencies to eliminate overlaps and voids. The need to involve a wider base of participants in the decision-making process, rather than privately contrived policies, was also a concern.

Decision-Making

Decision-making in education is a complex process. A myriad of variables affecting human and organizational behavior must be considered when a decision is in the process of being made. According to the data, State agencies as a group usually do not give adequate consideration to the roles and responsibilities of other education agencies in State 7.

TABLE 78. PERCEPTION OF THE AWARENESS OF ROLES AND RESPONSIBILITIES OF OTHER AGENCIES WHEN MAKING DECISIONS.

CATEGORY	PERCENT
Usually or Most of the Time	30
Sometimes	9
Usually Does Not	45
Don't Know	16

Written comments suggested that this problem might be a structural one due to the several separate boards and agencies with no overall master plan spelling out broad areas of responsibilities. Indications that lines of communication between the many State agencies need to be developed and maintained were contained in the narrative data.

It appears that the coordination of policy-making activities in State 7 is perceived as being satisfactory. Over seventy percent (70%) of the sample expressed a favorable opinion toward this coordination between agencies. There seems to be little disagreement with the way policy-making is carried out as compared to the manner in which decisions are made.

Although the majority of the State agencies have readily available written policies, few of them appear to regularly and systematically distribute copies of their policies to other agencies in education.

TABLE 79. PERCEIVED DISTRIBUTION OF POLICY TO OTHER STATE AGENCIES IN EDUCATION.

AGENCY	PERCENT DISTRIBUTION
State Board of Education	48
State Department of Education	46
State Vocational Division	50
Public Secondary Schools	18
Intermediate Education Districts	23
Area Vocational Schools	16
Technical Institutes	2
Community Colleges	20
State Board of Higher Education	9
Public 4-Year Colleges and Universities	14
State Education Coordinating Unit	36

Narrative comments furnished by respondents also demonstrate there is a need for a systematic, orderly exchange of the policy of State education agencies. Several written comments were directed to the "wordiness" of some policies, and requested a "statement of intent" that would assist in clarifying the policy.

Administration

The programs of administration of a single State agency did not have an undesirable effect upon other State agencies. Participants were asked to identify, by agency, if their program interfered with others. No more than one-third of the responses were identified with a single agency. The narrative comments also support this conclusion.

A definition of administration must concern itself with many distinct components. In this research, administration was defined as the conduct of functions such as planning, financing, policy application and so on. Participants were asked to identify areas of administration that needed improvement. The following Table presents this data.

TABLE 80. PERCEPTION OF ADMINISTRATIVE AREAS OF STATE AGENCIES THAT NEED IMPROVEMENT.

ADMINISTRATIVE AREA	PERCENT RESPONDING
Policy-making	55
Policies	36
Finance	54
Staffing	54
Planning	63
Directing	23
Coordinating	73
Promoting	38
Communicating	70
Research Activities	50
Supporting Services	50
Buildings and Equipment	36

Inspection of the above Table indicated that improvement is desired by one-half or more of the sample in several areas. The need for improved coordination and communication is evidenced by the large percentage response. Many problems are related to these two elements of administration, and their importance cannot be over-emphasized. Planning is closely related to coordination and communication and has been discussed previously. Finance is always of prime concern when suggestions for improvement are solicited. Narrative comments throughout the data were directed at the problem of staffing and research, and their relation to finance, program support, and research activities. Financial support of the education programs must be at a level that will enable the programs to provide a full range of administrative services to fulfill their obligation to the State and its citizens.

Changes were identified in the roles and responsibilities of education agencies that might improve vocational education programs. Eighty percent (80%) of the sample expressed the opinion that there were vocational, technical, or occupational education programs which are needed and not currently available.

Seventy percent (70%) of the sample stated they could identify programs that were currently inadequate. Problems of coordination, shortness of offerings, outmoded curriculums, and the complexity of the entire problem of providing a meaningful education to all children were concerns of the group.

Unnecessary duplications of programs or courses were viewed evenly by the sample. An even split was recorded in response to this inquiry. However, few specific suggestions representative of the group were contained in the narrative data.

PROCESS OF CHANGE IN EDUCATION

This section of the research is concerned with the perceptions of the sample in regard to seven kinds of activity that are characteristic of the change process in education. Participants were asked to identify those areas in the process of change that were significantly strong, weak, missing, unnecessarily duplicated or where some change was merited. An attempt was made to identify one of these descriptions associated with the change process. The sample was then asked to identify activities in the change process where change might be needed. The following Table presents the activities and the percent of respondents identifying the activity as in need of change.

TABLE 81. PERCENT OF RESPONDENTS SUGGESTING CHANGE IN THE ACTIVITIES OF THE CHANGE PROCESS.

CHANGE PROCESS ACTIVITIES	CHANGE NEEDED
Setting Goals in Education	54
Identifying Problems, Establishing Priorities	79
Conducting Research	68
Designing New Programs	61
Field-Testing and Evaluating Programs	64
Disseminating Information	68
Implementation of Programs	61

The largest response was directed to the problem of identification and the establishment of priorities. These compatible problems have been discussed previously, but a reflection on the data in this and other sections of the research provides a strong indication that State 7 should closely examine and identify problems, and establish priorities that will set a plan to systematically seek solutions to them.

The process of change as carried out by the various State agencies was also investigated. Agencies involved in the change process activities where change is needed according to fifty percent (50%) or more of the sample are the following:

(1) State Board of Education (52%)

(2) State Department of Education (71%)

(3) State Vocational Division (82%)

(4) Public Secondary Schools (66%)

(5) County School Districts (50%)

(6) Area Vocational Schools (54%)

(7) Community Colleges (61%)

(8) Public 4-year Colleges and Universities (52%)

Remaining State agencies were not mentioned by one-half of the sample. Many inferences could be made from the finding that the two largest percentages are attributed to the State Department of Education and the State Vocational Division. An examination and analysis of the narrative portion of the research failed to produce any insights into the reason these two agencies were identified by such large percentages.

An overall impression of the data relating to the change process is that a more comprehensive attack on the change process needs to be initiated. It appears that all activities in the process of change are in need of attention by most State agencies. It is essential, if progress is to be made, that a coordinated set of goals for vocational-occupational education be established. These goals should be based upon a thorough assessment. Priorities must be established and thoughtful planning initiated to meet these. As new programs are developed, other related State agencies should be made aware of their possibilities in order to avoid duplication of effort, resources, and programs.

Personal Data Tabulation

Number: 56

Name of State: State 7

	Under 40	40 - 50	Over 50
Age	16	21	19

	Some High Sch.	High School G.	Some College	College Degree
Highest Education Level Completed	1	1	3	51

	No	Local	State	Other
Are you now a member of a Board of Education?	55	1	0	0

	No	Local	State	Other
Are you now a member of an Advisory Board?	45	3	7	1

Previous Work Experience:	Frequency	Mean No. Years
(1) Professional (Medicine, Dentistry, etc., do not include employment in education)	9	17.3
(2) Agriculture Production	5	9.0
(3) Manager or Proprietor	7	10.0
(4) Sales	6	3.2
(5) Office Occupations (e.g., secretarial, clerical, etc.)	8	2.9
(6) Craftsman	11	4.8
(7) Service Occupations	4	2.0
(8) Unskilled Laborer	4	1.3
(9) Military	16	4.1
(10) Housewife	1	27.0

Personal Data Tabulation (cont.):

Approximate number of years of teaching experience in;

	Frequency	Mean No. Years
(a) General Education	25	12.6
(b) Vocational Education	11	7.4
(c) Both Areas	10	17.9

Approximate number of years of experience in educational administration in;

	Frequency	Mean No. Years
(a) General Education	16	12.8
(b) Vocational Education	10	6.3
(c) Both Areas	13	18.4

	Urban Area*	Rural Area**
Where have you lived most of your life?	34	22
Where has most of your work experience been?	43	12

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* Population over 50,000
** Population under 50,000

(8) Report for State 8 Based on Data from Group Interview Guide

INTRODUCTION

One essential for the improvement of instruction in educational institutions is to first improve the definition of respective roles and responsibilities, policies, organization, and administration of a state's education system. A single state system often includes many distinct components with both separate and overlapping responsibilities.

This research investigated the above assumption dealing with occupational education and other educational activities having a direct influence upon students, grades 9-14, primarily in the public schools.

Included is a summary of the data obtained from the Group Interview Guides from State 8, which identifies the perceptions and opinions of respondents pertaining to roles, responsibilities, and interrelationships among those institutions and agencies providing occupational education. The report is organized in four sections to be descriptive of the responses to questions about: (1) Foundations, (2) Coordination, (3) Policy, and (4) Process of Change. From this focus, the following will result:

(1) The identification of significant issues in the State's educational structure.

(2) The identification of questions to be answered.

(3) The identification of areas of conflict among various State educational agencies.

(4) The identification of gaps in educational responsibility by agencies in the State.

(5) The identification of the current status of the overall organization for education in the State.

Description of Sample

The design of the research project is based upon the belief that what the general public believes and desires is of major importance. Individuals were invited to participate from a cross-section of the public. The information collected was analyzed and identified by three categories of information:

(1) The perceptions of various facets of the system as it now operates.

(2) The concepts of what would be the ideal system.

(3) The opinions and suggestions concerning changes which may be both feasible and desirable.

It was the intent to identify issues, problems, gaps, and overlaps among the many educational agencies providing service in the State.

Personal Data Tabulation

Thirty-eight individuals participated in the study from State 8. This represented a fifty-three percent (53%) return of mailed questionnaires. The age of the participants was evenly distributed between those over fifty (16), and those between forty and fifty (16), with only six individuals under the age of forty. Twenty-six members of the sample held college degrees, seven had attended college, and only four reported no college. A very slight majority of the sample reported that both their work location and their place of residence were in urban areas.

Four individuals were members of a State Board of Education. No other person reported board membership. Eighteen individuals reported membership on an advisory board of some type. This was distributed with eight on the local level, nine on the State level, and one person reporting the category of "other."

Many different types of previous work experiences were reported by the State 8 sample. The majority of them reported the category of sales and military. Six individuals reported teaching experience in both general education and vocational education fields. In addition, five individuals reported administrative experience in both of these areas. Twelve members of the sample reported teaching experience in general education only, while seven reported experience in vocational education only. The figures for administrative experience are almost reversed. Seven reported administrative experience in general education, while ten reported administrative experience in the field of vocational education.

FOUNDATION FOR THE STATE'S EDUCATION SYSTEM

The foundation for the State's education system includes the legal statutes enacted by the legislature, the philosophy and objectives of the respective education agencies and institutions, their respective roles and responsibilities and the way such areas are allocated among the agencies and institutions concerned. Questions in this section of the research were directed to obtain respondent's perceptions regarding these aspects of the State 8 educational program.

State Structure for Education

The pattern of organization in State 8 is typical of those in many other States. Nearly all agencies listed on the questionnaire were identified as existing in State 8, with the possible exception of a County or Intermediate Education District. Only thirty-seven percent (37%) of the sample reported that this particular education agency existed. The data indicated the existence of support for change in the laws or statutes affecting public education. A majority (74%) of the sample favored changes in existing laws to make education more pertinent to students, to remove unnecessary duplications, to improve efficiency and economy, and to fill existing gaps.

TABLE 82. PERCENT FAVORING CHANGE IN EXISTING LAWS OF STATE EDUCATION AGENCY.

STATE EDUCATION AGENCY	PERCENTAGE FAVORING CHANGE IN LAW
State Board of Education	39
State Department of Education	54
State Vocational Division	32
Public Secondary Schools	29
County or IED District	32
Area Vocational Schools	50
Technical Institutes	25
Community Colleges	54
State Board of Higher Education	14
Public 4-Year Colleges and Universities	36
State Education Coordinating Unit	25

Three Specific agencies were identified by more than one-half of the respondents as needing some change in their present legal basis. These agencies were: (1) State Department of Education, (2) Area Vocational Schools, and (3) Community Colleges.

The concern with the legal statutes of the above three agencies was reflected in narrative comments furnished by respondents. It appears that a clarification of the functions of the junior colleges and the area vocational schools needs to be initiated. In addition, there appears to be a need for closer coordination between representatives of the State Department of Education and these particular agencies. It appears that a redefinition of the roles of existing agencies and institutions needs to be instituted so that resources, objectives, and programs become more compatible.

Apparent Philosophy and Objectives

A large majority, (82%), of the respondents stated they were aware of a need for change in the apparent philosophy and objectives of the various educational agencies in State 8. This large percentage felt that one or more of the State agencies was in need of change. This ranged from only about thirteen percent (13%) who felt some changes were needed in the county intermediate districts, technical institutes, and the State Board of Education to a high of fifty-five percent (55%) who were concerned with the community or junior colleges.

The narrative comments related to philosophy and objectives were examined to discover changes suggested by the sample and their concerns. Several specific comments were directed at problems related to the community college and its operating philosophy. One overriding concern in the narrative comments dealt with the problem of transfer credits. It appears that a student who enters a junior college as a vocational student can receive no transfer credits, even when enrolled in the same courses with college preparatory students. This concern was expressed by several people in their narrative comments. There also appears to be an overlap of functions and types of programs in area vocational schools and junior colleges. To quote one participant:

> "...We must define the 'mission' of the junior college, the area vocational-technical school and the four-year college. We need to do the best job educationally and divorce the policies and 'empire building' from these needs."

The purpose and objectives according to some members of the sample, have become too rigid and specialized. To quote:

> "...In vocational education the orientation focuses upon those things in education for which Federal-State funds are available to the neglect of other areas. In arts and sciences this also occurs to the neglect of vocational aspects."

Roles and Responsibilities

A large majority of the sample, (82%), expressed the opinion that there was a need for change in the roles and responsibilities of the various education agencies and institutions in State 8. One-half or more of the respondents who felt a change was needed identified the following agencies as in need of change:

(1) State Department of Education.

(2) Public Secondary Schools.

(3) Community or Junior Colleges.

Specific suggestions were offered which provide additional insight into the problem. Some representative items are:

> "...Greater emphasis on pre-vocational, guidance, and selected vocational offerings in secondary. Post-secondary alternatives in area vocational, junior, and four-year colleges should have majors clarified to avoid duplication of offerings, and facilities, equipment, staffing, etc. This would permit students, parents, counselors, educators, and employers to understand which institutions provide most suitable programs in keeping with declared roles."

> "...Their roles and mission should be studied in the light of existing financial support and geographic distribution. There is too much overlap and duplication."

> "...State Department should be given the 'muscle' to bring about needed reorganization and consolidation of small districts. We still have far too many."

> "...Objectives should reflect the role of each organization."

Inspection of the total narrative comments referring to roles and responsibilities indicates a need on the part of educational agencies in State 8 to clarify and firmly state their existing role in the overall education program. The action initially should focus on relationships between the State Department of Education and the public secondary schools. Additionally, relationships between the area vocational schools, community colleges, and the four-year degree-earning institutions need to be investigated and formalized. There appears to be a need for direct program planning that will avoid duplication of effort, attention and resources, and do a better job of meeting the needs of the students.

COORDINATION

The coordination of various agencies charged with similar responsibilities is a perplexing problem in any organization, regardless of its size. In a political entity as complex as State 8, this problem of coordination assumes vast proportions. Coordination as studied in this research refers to relating, allocating, and integrating various factors, functions, and roles among the respective education agencies and institutions in the State. This might involve finance, budgets, curriculum, and many other related educational matters.

Many agencies in State 8 are currently charged with coordination of two or more educational agencies and/or institutions according to the responses recorded on the questionnaire. Sixty-three percent (63%) indicated that such an official agency existed. The narrative comments indicate that the State Board of Education and the State Department of Education have some responsibility in this area. In addition, there is a State 8 Higher Education Coordinating Committee. However, at this point this committee is not too well known, according to some members of the sample. It was reported that a Coordinating Body presently has some jurisdiction and/or coordinating responsibility over those agencies reported in Table 2.

TABLE 83. AGENCIES CURRENTLY BEING COORDINATED BY A COORDINATING BODY AS REPORTED BY RESPONDENTS.

STATE AGENCY	PERCENT RESPONSE
State Board of Education	46
State Department of Education	42
State Vocational Division	54
Public Secondary Schools	29
Intermediate Education Districts	21
Area Vocational Schools	54
Technical Institutes	29
Community or Junior Colleges	33
State Board of Higher Education	13
Public 4-Year Colleges and Universities	42

The above Table provides an indication that many agencies are not presently being coordinated. This is reinforced by the findings of sixty-eight percent (68%) of the sample, who stated the opinion that there is currently no really effective Statewide coordination and articulation of the several areas or levels of vocational-technical education. Narrative comments tend to reinforce this finding by a reference to this present lack of coordination. However, there does appear to be a movement with various agencies or committees charged with the responsibility of coordination that currently appears promising to some study participants.

The coordination of agencies by a single State-level Educational Coordinating Council or Super Board was an organizational concept explored in this research. Fifty-five percent (55%) of the respondents favored this general concept. They felt that the Coordinating Body should have jurisdiction or coordinating authority over the agencies listed in the following Table.

TABLE 84. AGENCIES THAT SHOULD BE UNDER THE JURISDICTION OF A STATE-LEVEL EDUCATION COORDINATING COUNCIL OR SUPER BOARD.

AGENCY	PERCENT FAVORING COORDINATION
Community or Junior Colleges	61
Area Vocational Schools	58
Technical Institutes	52
Public 4-Year Colleges or Universities	52
State Vocational Division	47
State Department of Education	45
Public Secondary Schools	45
State Board of Higher Education	42
State Board of Education	39
Intermediate Education Districts	29
State Education Coordinating Unit	19

There does not appear to be too much conflict concerning the formation of a Super Board in State 8. Respondents did express concern over the investment of too much power in a single Board. The narrative comments furnished by respondents indicate that the concept of an overall Coordinating Council, advisory in nature, was satisfactory. However, they felt that an administrative over-powerful agency would do more harm than good. The overall impression from the data relating to this point indicates that respondents perceived that better Statewide coordination would result in better educational programs by an improved utilization of the State's resources for education. The continuing concern with area vocational schools, technical institutes, and community colleges is again evidenced by the finding that fifty percent (50%) or more of the sample felt that a Coordinating Body should have jurisdiction or coordinating responsibility over these agencies. Also mentioned by fifty percent (50%) or more of the sample were the public 4-year colleges and universities. This would indicate that these four agencies, especially, are felt to be in need of more coordination by the sample in State 8.

The following Table summarizes the number of respondents who reported that the Coordinating Body does have and should have a particular responsibility, and also the percentage decrease or increase in that particular authority as perceived by the sample.

TABLE 85. CURRENT AND PROJECTED COORDINATING AND JURISDICTIONAL RESPONSIBILITIES OF A COORDINATING BODY.

COORDINATING OR JURSIDICTIONAL RESPONSIBILITY	HAS THIS	SHOULD HAVE	PERCENT INCREASE	PERCENT DECREASE
Policy-Making	10	7		18
Finance Determination of Coordination	3	12	60	
Staffing	7	4		27
Planning	13	11		8
Promoting	10	7		18
Program Allocation	4	12	50	
Enrollments	6	6		
Curriculum Allocation	3	7	40	
Communications	9	11	10	
Location of Buildings	7	4		27
Type of Buildings	5	4		11
Supporting Services	5	6	9	
Dissemination of Education Information	10	9		5
Setting Goals in Education	8	11	16	
Field-Testing and Evaluation in Education	5	13	44	
Implementation of Methods, Curricula, Program, etc	3	7	40	
Research Activities	10	8		11
Teacher Education	5	8	23	
Development of Specific Programs	2	5	43	
Determination of Educational Objectives	3	13	63	

COORDINATING OR JURISDICTIONAL RESPONSIBILITY	HAS HAS THIS	SHOULD HAVE	PERCENT INCREASE	PERCENT DECREASE
Identification of Problems or Obstacles to Goal Attainment.........	5	10	33	
Planning and Developing New Educational Programs.................	5	10	33	
Presenting One Budget for All Public Education with Recommendations to the Legislature........	3	9	50	
Suggesting Legislative Improvement.....	6	11	29	
Conduct Research.......................	8	12	20	
Determining or Coordinating Expansion Plans.............................	10	11	5	
Centralized or Coordinated Data-Processing Services and Facilities..........................	3	9	50	
Reviewing Budget Requests..............	6	10	25	
Common School (K-12) Education.........	6	2		50
Public Post-High Vocational-Technical Education..................	9	10	5	
Public Post-High School Education......	5	9	29	
Coordinating Public Community College Education..........................	2	11	69	
Four-Year Colleges and Universities....	4	10	43	
Prescribing or Determining Courses of Study..........................		5	100	
Governing Internal Management of Other Agencies through Policies............	1	2	33	
Directing, Creating, Merging, Consolidating, and/or Reorganizing School Districts..........	3	6	33	

COORDINATING OR JURISDICTIONAL RESPONSIBILITY	HAS THIS	SHOULD HAVE	PERCENT INCREASE	PERCENT DECREASE
Allocating Curriculum Responsibilities......................	1	4	60	
Teacher Certification...........	6	7	8	
Articulation of Curriculum......	2	6	50	

A cursory examination of the above Table shows that the Coordinating Body could have increased responsibility in most areas listed. Some of the numbers are quite small, but the overall indication is that increased coordination is feasible and acceptable to the State 8 sample. Only a few coordinating or jurisdictional responsibilities were identified that should be decreased from their present status. These include such items as policy-making, promoting, and the setting of goals in education. Many items received a potential increase in coordinating or jurisdictional responsibilities. Some of the most striking of these include the determination of coordination of financial levles, the allocation of programs, the allocation of curriculum, the field-testing and evaluation, the determination of educational objectives, the coordination of budget requests, data-processing services, community college education, the prescription of courses of study, and the allocation of curriculum responsibilities. Even though some of these numbers are quite small, a trend is evident, this trend being that if such a Coordinting Body was established, they would be afforded more jurisdectional and coordinating responsibility than any single agency currently has. Narrative comments in general also supported this increase in coordinating activities. However, the caution expressed earlier regarding too much centralised control or administrative authority was again repeated by many respondents.

POLICY

Policy in this research was defined as the principles and guidelines which an organization (including its personnel) has agreed to and is expected to observe. Written policy furnishes an effective guideline for the direction and governing of any organization.

Written policies of State education agencies in State 8 are, in general, not readily available. Only the State Department of Education, the State Vocational Division or Agency and the area vocational schools were judged by more than one-half of the sample as having a readily-available (in written form) policy. All other education agencies in the State were judged by less than one-half of the sample as not having readily-available policies. As one respondent stated:

> "...It is very dificult to find anyything printed on policies. Something definite is needed--free-wheeling flexibility is nice, but hard to explain."

The perceived status of the education policies of the State agencies and the policy-formulation process appears to be satisfactory. Sixty-four percent (64%) of the sample expressed the opinion that policy and policy formulation was satisfactory or excellent.

TABLE 86. OPINION OF ADEQUACY OF AGENCY POLICY AND POLICY FORMULATION.

CATEGORY	PERCENT
Excellent	22
Satisfactory	42
Inadequate	27
Don't Know	9

Decision-Making

Decision-making in education is a complex process. A myriad of situational and social variables must be considered when a decision is in the process of being made. According to the data, State agencies as a group usually give adequate consideration to the roles and responsibilities of other education agencies in the State.

TABLE 87. PERCEPTION OF THE AWARENESS OF ROLES AND RESPONSIBILITIES OF OTHER AGENCIES WHEN MAKING DECISIONS.

CATEGORY	PERCENT
Usually or Most of the Time	22
Sometimes	21
Usually Does Not	28
Don't Know	29

The above finding could be interpreted to indicate that lines of communication between the many State agencies need to be developed, maintained, and utilized in the decision-making process. The fact that twenty-nine percent (29%) of the sample responded "don't know" indicates that many people are not aware of what is going on in the State agencies. Very few narrative comments were afforded to this portion of the questionnaire, and it is difficult or impossible to make any further statements.

It appears that the coordination of policy-making among the agencies in State 8 is perceived as being satisfactory. Sixty-six percent (66%) of the sample expressed a favorable opinion toward this aspect of policy coordination between agencies. An overall impression is that there seems to be no disagreement with the way policy-making is conducted.

No State agency appears to regularly and systematically distribute copies of their policies to other agencies in education. This finding is supported by the earlier discussion about the relative inavailability of written policy.

TABLE 88. PERCEIVED DISTRIBUTION OF POLICY BY STATE EDUCATION AGENCIES AND/OR INSTITUTIONS.

AGENCY	PERCENT DISTRIBUTING
State Board of Education	34
State Department of Education	45
State Vocational Division	39
Public Secondary Schools	16
Intermediate Education Districts	0
Area Vocational Schools	34
Technical Institutes	8
Community Colleges	13
State Board of Higher Education	0
Public 4-Year Colleges and Universities	5
State Education Coordinating Unit	5

No single agency was perceived by fifty percent (50%) or more of the sample as regularly distributing their policy to other agencies or individuals. Narrative comments indicate there is a need for this systematic, orderly exchange of the policy of State education agencies. Several written comments to illustrate this include:

> "...Probably most do in some fashion, but I have never seen it and the effort to find it would discourage one."
>
> "...A distribution would be advantageous."
>
> "...I don't know the communication between various educational bodies. I am under the impression it is inadequate."
>
> "...Copies of policy are difficult to obtain."

Administration

The programs of administration of a single State agency did not seem to have an undesirable effect upon other State agencies. Participants were asked to identify by agency if the program interfered with others. No more than twenty-one percent (21%) of the responses were identified with a single agency in the State. The narrative comments discussed a few minor interferences, but no definite trend emerged from the data.

A definition of administration must concern itself with many distinct components. In this research, administration was operationally defined as a conduct of functions such as planning, financing, policy application and so on. Participants were asked to identify areas of administration that needed improvement. The following Table presents this data:

TABLE 89. PERCEPTION OF ADMINISTRATIVE AREAS IN STATE AGENCIES THAT NEED IMPROVEMENT.

ADMINISTRATIVE AREA	PERCENT RESPONDING
Policy-Making	21
Policies	26
Finance	31
Staffing	26
Planning	37
Directing	13
Coordinating	52
Promoting	26
Communicating	47
Research Activities	31
Supporting Services	29
Buildings and Equipment	29

Inspection of the above Table indicates that, according to fifty percent (50%) or more of the respondents, improvement is desired only in the area of coordinating. The importance of coordination has been discussed at length in a previous section of this report. As one member of the sample stated:

> "...The fact that several approaches for coordination through committees and commissions have been tried in recent years and continues with legislative sanction and financing gives cause for hope that progress is underway in our State."

Roles and Responsibilities

According to sixty-nine percent (69%) of the sample, changes could be identified in the roles and responsibilities of education agencies that might improve vocational education programs. They expressed the opinion that there are vocational, technical or occupational education programs which are needed and not currently available. Specific suggestions include:

(1) A need to develop an overall State plan.

(2) Determine specific needs related to specific areas.

(3) Special educational programs for the handicapped.

(4) More flexibility in existing programs.

(5) Specific programs related to:

    (1) Food processing.
    (2) Recreation.
    (3) Health.
    (4) Trades.

Fifty-eight percent (58%) of the respondents stated they could identify programs that were currently inadequate. Problems of coordination, inadequate and inflexible course offerings, lack of suitable facilities, and the overall complex problem of providing a meaningful education to all children were concerns of the group, as expressed in the narrative portion of this report.

There does not appear to be unnecessary duplication of programs or courses being offered at more than one place in the State. This statement was supported by approximately fifty-eight percent (58%) of the sample.

THE PROCESS OF CHANGE IN EDUCATION

This section of the research is concerned with the perceptions of the sample in regard to seven kinds of activity that are characteristic of the change process in education. Participants were asked to identify those areas in the process of change that were significantly strong, weak, missing, unnecessarily duplicated, or where a change was merited. An attempt was made to identify only one of these descriptions associated with the change process. The sample was then asked to identify activities in the change process where change might be needed. The following Table presents the activities and percent of respondents identifying the activity as in need of change:

TABLE 90. PERCENT OF RESPONDENTS SUGGESTING CHANGE IN THE ACTIVITIES OF THE CHANGE PROCESS.

CHANGE PROCESS ACTIVITIES	CHANGE NEEDED
Setting Goals in Education	68
Identifying Problems, Establishing Priorities	76
Conducting Research	58
Designing New Programs	79
Field-Testing and Evaluating Programs	61
Disseminating Information	58
Implementation of Programs	61

All activities received mention by more than fifty-eight percent (58%) of the sample as being in need of change. The activity recieving the greatest amount of response dealt with the designing of new programs. All of the aspects of the change process are tremendously important and they are of concern to the State 8 sample.

The process of change as carried out by the various education agencies was also investigated. Agencies involved in the change process activities where change is needed according to fifty percent (50%) or more of the sample include:

(1) State Board of Education.

(2) State Department of Education.

(3) State Vocational Division or Agency.

(4) Public Secondary Schools.

(5) Area Vocational Schools.

(6) Community or Junior Colleges.

The data presented above in this portion of the research and an examination of narrative comments presented by participants point out the need for a comprehensive attack on the entire process of change. It appears that all activities in the process of change are in need of attention by many State agencies. Narrative comments pointed out the specific items, but the numbers involved were not sufficient to be included at this point. It is essential, if real progress is to result, that a coordinated set of goals for vocational education be established. These goals should be based upon a thorough and ongoing assessment. This assessment should consist of both local and State needs, resources and capabilities to institute programs. Priorities must then be established and thoughtful planning initiated to meet these priorities through the designing of new programs or the adaptation of existing programs. As new programs are developed, other related State agencies should be made aware of their possibilities and ramifications in order to avoid duplication of effort, resources, and programs.

Personal Data Tabulation

Name of State: State 8

Number: 38

	Under 40	40 - 50	Over 50	Some High Sch.	High School G.	Some College	College Degree	No	Local	State	Other	No	Local	State	Other
Age	6	16	16												
Highest Education Level Completed				0	4	7	26								
Are you now a member of a Board of Education?								30	0	4	0				
Are you now a member of an Advisory Board?												16	8	9	1

Previous Work Experience:	Frequency	Mean No. Years
(1) Professional (Medicine, Dentistry, etc., do not include employment in education)......	4	9.5
(2) Agriculture Production..........................	5	7.8
(3) Manager or Proprietor...........................	7	6.9
(4) Sales...	9	4.4
(5) Office Occupations (e.g., secretarial, clerical, etc.)................................	3	5.7
(6) Craftsman.......................................	5	2.6
(7) Service Occupations.............................	2	2.5
(8) Unskilled Laborer...............................	2	1.5
(9) Military..	13	4.8
(10) Housewife......................................	3	19.0

Personal Data Tabulation (cent.):

Approximate number of years of teaching experience in;

	Frequency	Mean No. Years
(a) General Education............	12	9.6
(b) Vocational Education.........	7	10.3
(c) Both Areas...................	6	13.5

Approximate number of years of experience in educational administration in;

	Frequency	Mean No. Years
(a) General Education............	7	15.4
(b) Vocational Education.........	10	11.0
(c) Both Areas...................	5	10.0

	Urban Area*	Rural Area**
Where have you lived most of your life?	20	18
Where has most of your work experience been?	21	17

---

* Population over 50,000
** Population under 50,000

(9) Report for State 9 Based on Data from Group Interview Guide

INTRODUCTION

One essential for the improvement of instruction in educational institutions is to first improve the definition of respective roles and responsibilities, policies, organization and administration of a state's education system. A single state system often includes many distinct components with both separate and overlapping responsibilities.

This research investigated the above assumption dealing with occupational education and other educational activities having a direct influence upon students, grades 9-14, primarily in the public schools.

Included is a summary of the data obtained from the Group Interview Guides from State 9, which identifies the perceptions and opinions of respondents pertaining to roles, responsibilities and interrelationships among those institutions and agencies providing occupational education. The report is organized in four sections to be descriptive of the responses to questions about: (1) Foundations, (2) Coordination, (3) Policy, and (4) Process of Change. From this focus, the following will result:

(1) The identification of significant issues in the State's educational structure.

(2) The identification of questions to be answered.

(3) The identification of areas of conflict among various State educational agencies.

(4) The identification of gaps in educational responsibility by agencies in the State.

(5) The identification of the current status of the overall organization for education in the State.

Description of Sa

The design of the research project is based upon the belief that what the public believes and desires is of major importance. Individuals were invited to participate from a cross-section of the public. The information collected was analyzed and identified by three categories of information.

(1) The perceptions of various facets of the system as it now operates.

(2) The concepts of what would be the ideal system.

(3) The opinions and suggestions concerning changes which may be both feasible and desirable.

It was the intent to identify issues, problems, gaps, and overlaps among the many educational agencies providing service in the State.

Personal Data Tabulation

In State 9, only eleven individuals returned their questionnaires. However, this was fifty-two percent (52%) response. Of the 11, nine were over the age of 50, and one was under 40 and one between the ages of 40 and 50. All eleven individuals reported they held one or more college degrees. The previous work experience of the State 9 sample covered a wide range of former occupations. The major occupation appeared to be in the classification of agricultural production. The large majority of the State 9 sample lived in rural areas, and also reported the majority of their work experience as having been in rural areas. All of the sample reported previous teaching experience in education. However, only one person reported experience in both general education and vocational education while six reported experience in general education only. All of the sample reported administrative experience in education with a similar distribution to the reported teaching experience.

Only three members of the State 9 sample reported membership on a board of education. Of these three, one served on a local board, one on a State board, and one in the category "Other." Five individuals in State 9 reported membership on an advisory board. Two of these boards were on the local level, two designated "Other", and one on a State-level advisory board.

FOUNDATION FOR THE STATE'S EDUCATION SYSTEM

The foundation for the State's education system includes the legal statutes enacted by the legislature, the philosophy and objectives of the respective educational agencies and institutions, their respective roles and responsibilities, and the way such areas are allocated among agencies and institutions concerned. Questions in this section of the research were designed to obtain respondents' perceptions regarding the selected aspects of the State 9 educational program.

State Structure for Education

The pattern of organization in State 9 is typical of those found throughout the country. The research data indicated that all of the usual agencies found throughout the states are also found in State 9. A majority of the sample, (73%), favor changes in existing laws to make education more pertinent to students, to remove unnecessary duplications, to improve efficiency and economy, and to fill existing gaps.

TABLE 91. PERCENT FAVORING CHANGE IN EXISTING LAWS OF STATE EDUCATION AGENCY.

STATE EDUCATION AGENCY	PERCENTAGE FAVORING CHANGE IN LAW
State Board of Education	75
State Department of Education	63
State Vocational Division	63
Public Secondary Schools	50
County or IED District	50
Area Vocational Schools	13
Technical Institutes	25
Community Colleges	12
State Board of Higher Education	25
Public 4-Year Colleges and Universities	38
State Education Coordinating Unit	13

Five agencies were identified by more than one-half of the respondents as needing some change in their present legal basis. An examination of the narrative comments related to the above Table and questionnaire items indicates that there is considerable concern among the relatively small sample in State 9 to strengthen existing programs. The sample indicated a need for lay involvement, and a lay State Board of Education to represent all the people from all areas of the State. However, it is impossible to report directly on narrative comments since they did not seem to fit a particular pattern and direct themselves to a particular topic with the exception of the emphasis on lay involvement. However, the entire problem of coordination of effort and personnel was also metnioned.

Apparent Philosophy and Objectives

A majority of the respondents stated they were aware of the need for change in the apparent philosophy and objectives of various education agencies in State 9. Sixty-four percent (64%) of the sample felt that one or more State agencies was in need of change. This ranged from only twenty-nine percent (29%) who felt that change was needed in the philosophy of the technical institutes and in the area vocational schools, to a high of eighty-six percent (86%) expressing a concern with the State Vocational Division or Agency and the public secondary schools. Other agencies identified by more than one-half of the sample as needing a change in their basic philosophy and objectives include: State Board of Education, State Department of Education and County Intermediate Education Districts. The remaining State agencies were not perceived to be in need of changes in their basic philosophy and objectives.

Roles and Responsibilities

A majority of the sample, sixty-four percent (64%), expressed the opinion that there is a need for change in the roles and responsibilities of the various agencies and institutions in State 9. Agencies identified by one-half or more of the respondents who expressed the need for change were: State Department of Education, State Vocational Division or Agency, public secondary schools and community or junior colleges.

Close inspection of the narrative comments referring to roles and responsibilities indicates a need on the part of the educational agencies in State 9 to clarify and specifically state their existing roles in the overall educational program in the State. This action initially should focus on the removal of duplication of effort and attention to the resources of conflicting agencies. Directed program planning that will point out overlapping areas is needed prior to the development and assignment of specific roles and responsibilities.

COORDINATION

The coordination of various agencies charged with similar responsibilities is a perplexing problem in any organization regardless of its size. In a political entity as complex as State 9, the problem of coordination assumes vast proportions. Coordination as studied in this research refers to relating, allocating, and integrating various factors and functions among the respective educational agencies and institutions in the State. This might involve finance, budgets, curriculum and many other related educational matters.

Several agencies in State 9 are currently charged with the coordination of two or more education agencies and/or institutions according to responses recorded on the questionnaire. Seventy-three percent (73%) of the sample indicated the existence of such agencies. The sample did not appear pleased with the effect of the Statewide coordination efforts. This is supported by the finding that a majority (73%) of the sample responded unfavorably to the questionnaire item dealing with this point.

This is not surprising when one recalls the narrative comments mentioned earlier in this report and inspects the narrative comments related to this questionnaire item. Overlapping functions and the need for specific program planning were two specific items mentioned. Also mentioned was the problem of small high schools and the domination of programs by certain State agencies.

It was reported that a Coordinating Body presently has some jurisdiction and/or coordinating responsibilities over the agencies listed in the following Table:

TABLE 92. AGENCIES CURRENTLY BEING COORDINATED BY A COORDINATING BODY AS REPORTED BY RESPONDENTS.

STATE AGENCY	PERCENT RESPONSE
State Board of Education	38
State Department of Education	38
State Vocational Division	63
Public Secondary Schools	63
Intermediate Education District	50
Area Vocational Schools	38
Technical Institutes	63
Community or Junior Colleges	50
State Board of Higher Education	63
Public 4-Year Colleges and Universities	38
State Education Coordinating Unit	38

The coordination of agencies by a single State-level Education Coordinating Council or Super Board was an organizational concept explored in this research. Sixty-four percent (64%) of the respondents expressed a favorable opinion toward this concept. They felt that the Coordinating Body should have jurisdictional or coordinating authority over the agencies listed in the following Table:

TABLE 93. AGENCIES THAT SHOULD BE UNDER THE JURISDICTION OF A STATE-LEVEL EDUCATION COORDINATING COUNCIL OR SUPER BOARD.

AGENCY	PERCENT FAVORING COORDINATION
State Vocational Division	64
Community or Junior Colleges	63
Area Vocational Schools	54
Public 4-Year Colleges or Universities	50
State Department of Education	45
State Board of Higher Education	38
State Education Coordinating Unit	38
Technical Institutes	36
Intermediate Education Districts	27
State Board of Education	27
Public Secondary Schools	18

An examination of the relatively few narrative comments relating to this Table appears to support the idea of a Coordinating Board rather than a Super Board which would have controlling administrative-type responsibilities and political power. The sample felt there was a need for additional coordination to avoid duplication of effort and so on, but that the formation of such a Board might lead to an inordinate amount of power being centered in one single agency. The overall impression, however, is that improved coordination on a Statewide basis might result in the formation of some type of State Educational Coordinating Council.

The following Table summarizes the number of respondents who reported that a Coordinating Body does have and should have a particular responsibility. This Table also shows the percentage increase or decrease in that particular authority or responsibility as perceived by the sample in State 9.

TABLE 94. CURRENT AND PROJECTED COORDINATING AND JURISDICTIONAL RESPONSIBILITIES OF A COORDINATING BODY.

COORDINATING OR JURISDICTIONAL RESPONSIBILITY	HAS THIS	SHOULD HAVE	PERCENT INCREASE	PERCENT DECREASE
Policy-Making	3	3		
Finance Determination of Coordination	2	3	20	
Staffingi	3	2		20

COORDINATING OR JURISDICTIONAL RESPONSIBILITY	HAS THIS	SHOULD HAVE	PERCENT INCREASE	PERCENT DECREASE
Planning	2	3	20	
Promoting	3	1		50
Program Allocation	2	3	20	
Enrollments	1	2	33	
Curriculum Allocation	1	2	33	
Communications	3	1		50
Location of Buildings	1	2	33	
Type of Buildings	2	2		
Supporting Services	2	2		
Dissemination of Education Information	2	2		
Setting of Education	2	2		
Field-Testing and Evaluation in Education	2	2		
Implementation of Methods, Curricula, Programs, etc	2	2		
Research Activities	2	5	43	
Teacher Education	3	2		20
Development of Specific Programs	2	4	33	
Determination of Educational Objectives	2	3	20	
Identification of Problems or Obstacles to Goal Attainment	2	3	20	
Planning and Developing New Educational Programs	2	3	20	
Presenting One Budget for All Public Education with Recommendations to the Legislature	2	1		33

COORDINATING OR JURISDICTIONAL RESPONSIBILITY	HAS THIS	SHOULD HAVE	PERCENT INCREASE	PERCENT DECREASE
Suggesting Legislative Improvement......	2	3	20	
Conduct Research........................	3	2		20
Determining or Coordinating Expansion Plans.......................	2	2		
Centralized or Coordinated Data-Processing Services and Facilities..........	1	2	33	
Reviewing Budget Request................	4			100
Common School (K-12) Education..........	1	3	50	
Public Post-High Vocational-Technical Education............................	2	4	33	
Public Post-High School Education.......	2	3	20	
Coordinating Public Community College Education............................	3	1		50
Four-Year Colleges and Universities.....	2	1		33
Prescribing or Determining Courses of Study......................	2	1		33
Governing Internal Management of Other Agencies through Policies.............	2			100
Directing, Creating, Merging, Consolidating and/or Reorganizing School Districts................	2	2		
Allocating Curriculum Responsibilities..	1	2	33	
Teacher Certification...................	4			100
Articulation of Curriculum..............	1	2	33	

An examination of the above Table shows that the Coordinating Body could be delegated more responsibilities than are presently the case. In addition, many responsibilities were identified that should be decreased from their present coordinating status. However, almost all of the numbers and resulting percentages are quite small. The only decrease that would perhaps be significant for mention is the reviewing of budget requests. Another responsibility of comparable significance might be the area of teacher certification. These were mentioned by several people as currently being coordinated, and no one felt that they should be coordinated by the overall Coordinating Board. Many items received considerable support for increased jurisdiction or coordination. These few participants included narrative comments in support or explamation of their responses to this item.

POLICY

Policy in this research was defined as the principles and guidelines which an organization (including its personnel) has agreed to and is expected to observe. Written policy furnishes an effective guideline for the direction and governing of any organization. Written policies of State education agencies in State 9 are in general readily available. Only three agencies (County or Intermediate Education Districts, technical institutes, and public 4-year colleges and universities) were judged by less than one-half of the sample as not having readily-available written policies. All other agencies in the State were reported by more than one-half of the sample as having readily available and accessible policies.

The perceived status of the educational policies and the policy-formulation process among educational agencies and institutions in State 9 appears to be inadequate. Fifty-five percent (55%) of the sample expressed the opinion that policies and the policy-formulation process among agencies and institutions appears to be inadequate. Only twenty-seven percent (27%) of the sample expressed the opinion that policies and policy-formulation processes were satisfactory.

TABLE 95. OPINION OF ADEQUACY OF AGENCY POLICY AND POLICY FORMULATION.

CATEGORY	PERCENT
Excellent	0
Satisfactory	27
Inadequate	55
Don't Know	18

Decision-Making

Decision-making in education is a complex process. A myriad of situational and social variables must be considered when a decision is in the process of being made. According to the data, State agencies as a group usually give adequate consideration to the roles and responsibilities of other education agencies in State 9.

TABLE 96. PERCEPTIONS OF THE AWARENESS OF ROLES AND RESPONSIBILITIES OF OTHER AGENCIES WHEN MAKING DECISIONS.

CATEGORY	PERCENT
Usually or Most of the Time	36
Sometimes	46
Usually Does Not	9
Don't Know	0

It appears that the current coordination of policy-making among agencies in State 9 is perceived as being inadequate. Seventy-three percent (73%) of the sample expressed an unfavorable opinion toward this aspect of coordination between agencies.

TABLE 97. PERCEIVED COORDINATION OF POLICY MAKING AMONG AGENCIES.

CATEGORY	PERCENT
Excellent	0
Satisfactory	18
Inadequate	73
Don't Know	9

Only one State education agency in State 9 appears to regularly and systematically distribute copies of their policy to other agencies in education. This statement is supported by the following Table which presents data tabulated from this questionnaire.

TABLE 98. POLICY DISTRIBUTION BY STATE EDUCATION AGENCIES OR INSTITUTIONS.

AGENCY	PERCENT DISTRIBUTING
State Board of Education	25
State Department of Education	50
State Vocational Division	38
Public Secondary Schools	13
Intermediate Education Districts	13
Area Vocational Schools	25
Technical Institutes	13
Community Colleges	25
State Board of Higher Education	0
Public 4-Year Colleges and Universitites	0
State Education Coordinating Unit	0

Narrative comments furnished by the sample also demonstrated the lack of systematic and orderly exchange of State education agency policy. Several narrative comments that illustrate this point include:

> "...I have never seen a copy of policies and I have been employed as a teacher-educator in the State for thirty years."
>
> "...There is some exchange of policies, but I cannot say that any of the agencies regularly and systematically distribute copies of their policies to other agencies."
>
> "...It is not done."

Administration

The programs of administration of a single State agency did not seem to have an undesirable effect upon other State agencies. Participants were asked to identify by agency if a program interfered with other programs. No more than twenty-five percent (25%) of the responses were identified with a single agency in State 9. This agency was the State Vocational Division. The narrative comments related to this discussed a few minor interferences, but due to a lack of numbers, it was impossible to discern a definite trend in the data.

A definition of administration must concern itself with many distinct components. In this research, administration was operationally defined

as the conduct of functions such as planning, financing, policy application and so on. Participants were asked to identify general areas of administration that needed improvement.

TABLE 99. PERCEPTION OF ADMINISTRATIVE AREAS IN STATE AGENCIES THAT NEED IMPROVEMENT.

ADMINISTRATIVE AREA	PERCENT RESPONDING
Policy-Making	54
Policies	36
Finance	54
Staffing	54
Planning	73
Directing	27
Coordinating	91
Promoting	45
Communicating	100
Research Activities	54
Supporting Services	45
Buildings and Equipment	45

Inspection of the above Table indicates that improvement is desired in the areas of policy-making, finance, staffing, planning, coordinating, communication, and research activities. No other area received mention by more than one-half of the sample. The problems related to communication and coordination have previously been discussed. However, the relative importance of these two items to the sample in State 9 is evidenced by the fact that all members of the sample responded to communicating, and nearly all responded to coordinating as an area of administrative practices. Finance, of course, is always a prime concern when suggestions for improvement are solicited. Financial support of the educational program must be at a level that will enable those programs to provide a full range of administrative services so that agencies will be able to fulfill theri obligation to the State and its citizens.

Roles and Responsibilities

Changes were identified in the roles and responsibilities of education agencies that might improve vocational education programs. Seventy-three percent (73%) of the sample expressed the opinion that there are vocational-technical or occupational education programs which are needed and not currently available. Programs suggested dealt with the general area of more realistic programs in vocational-technical education. The need for more accurate occupational information as a basis for establishing occupational training was also mentioned.

Eighty-two percent (82%) of the sample stated they could identify programs that were currently inadequate. The narrative comments related to this point were too incomplete to identify specific programs to supplement the percentage finding reported above. The data also provides some evidence that duplication of programs (or courses being offered at more than one place in the State) exist. Seventy-three percent (73%) of the sample supported this statement on the questionnaire.

THE PROCESS OF CHANGE IN EDUCATION

This section of the research was concerned with the perceptions of the sample in regard to seven kinds of activity that are characteristic of the change process in education. Participants were asked to identify those areas in the process of change that were significantly strong, weak, missing, unnecessarily duplicated or where some change was merited. An attempt was made to identify one of these descriptions associated with the change process. The sample was then asked to identify activities in the change process where change might be needed. The following Table represents the activities and percent of respondents identifying the activity as in need of change.

TABLE 100. PERCENT OF RESPONDENTS SUGGESTING CHANGE IN THE ACTIVITIES OF THE CHANGE PROCESS.

CHANGE PROCESS ACTIVITIES	CHANGE NEEDED
Setting Goals in Education....................	64
Idneitfying Problems, Establishing Priorities.	100
Conducting Research...........................	73
Designing New Programs........................	82
Field-Testing and Evaluating Programs.........	82
Disseminating Information.....................	91
Implementation of Programs....................	64

The activity receiving the greatest percentage response was the identification of problems and the establishment of priorities. This has been previously discussed and is mentioned here again to show their relative importance to the State 9 sample and the concern they seem to have in the sample's mind. These activities are especially crucial in the discussion of change since they are so basic to changing existing patterns of behavior. The process of change as carried out by the various State education agencies was also investigated. Agencies involved in the change process activities were change is needed according to fifty percent (50%) or more of the sample were:

(1) State Board of Education.

(2) State Department of Education.

(3) State Vocational Division or Agency.

(4) Public Secondary Schools.

(5) Area Vocational Schools.

(6) Community or Junior Colleges.

(7) State Board of Higher Education.

(8) Public Four-Year Colleges and Universities.

The data presented above in this portion of the research and an examination of the narrative comments presented by participants points out the need for a comprehensive attack on the entire process of change by most of the State education agencies in State 9. It appears that most activities in the process of change are in need of attention by most State agencies. Narrative comments pointed out some specific items; however, the numbers involved were insufficient to be included here. It is essential if progress is to result that a coordinated set of goals for vocational education be established. These goals must be based upon a thorough and ongoing assessment. Priorities must be established and thoughtful planning initiated to meet these priorities. As new programs are developed, other related State agencies should be made aware of their possibilities and ramifications in order to avoid duplication of effort, resources, and programs.

Personal Data Tabulation

Name of State: State 9

Number: 11

	Under 40	40 - 50	Over 50	Some High Sch.	High School G.	Some College	College Degree	No	Local	State	Other	No	Local	State	Other
Age	1	1	9												
Highest Education Level Completed				0	0	0	11								
Are you now a member of a Board of Education?								8	1	1	1				
Are you now a member of an Advisory Board?												6	2	1	2

Previous Work Experience:	Frequency	Mean No. Years
(1) Professional (Medicine, Dentistry, etc., do not include employment in education)......	1	5.0
(2) Agriculture Production....................	5	6.2
(3) Manager or Proprietor.....................	3	5.7
(4) Sales.....................................	1	1.0
(5) Office Occupations (e.g., secretarial, clerical, etc.)........................	1	20.0
(6) Craftsman.................................	1	1.0
(7) Service Occupations.......................	2	7.0
(8) Unskilled Laborer.........................	2	1.0
(9) Military..................................	4	4.5
(10) Housewife................................	0	0.0

Personal Data Tabulation (cont.):

Approximate number of years of teaching experience in;

	Frequency	Mean No. Years
(a) General Education.............	6	8.3
(b) Vocational Education.........	4	21.5
(c) Both Areas....................	1	2.0

Approximate number of years of experience in educational administration in;

	Frequency	Mean No. Years
(a) General Education.............	5	17.8
(b) Vocational Education..........	4	18.5
(c) Both Areas....................	1	25.0

	Urban Area*	Rural Area**
Where have you lived most of your life?	1	10
Where has most of your work experience been?	4	7

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* Population over 50,000
** Population under 50,000

(10) Report for State 10 Based on Data from Group Interview Guide

INTRODUCTION

One essential for the improvement of instruction in educational institutions is to first improve the definition of respective roles and responsibilities, policies, organization and administration of a state's education system. A single state system often includes many distinct components with both separate and overlapping responsibilities.

This research investigated the above assumption dealing with (1) occupational information and (2) educational activities having a direct influence upon students, grades 9-14, particularly for those in public schools.

Included is a summary of the data obtained from the questionnaires from State 10, which identified the perceptions and opinions of respondents pertaining to roles, responsibilities and interrelationships among those institutions and agencies providing occupational education. The report is organized in four sections to be descriptive of the responses to questions about: (1) Foundations, (2) Coordination, (3) Policy, and (4) Process of Change. From this research focus, the following will result:

(1) The identification of significant issues in the State's educational structure.

(2) The identification of questions to be answered.

(3) The identification of areas of conflict among various State educational agencies.

(4) The identification of "gaps" in educational responsibility by agencies in the State.

(5) The identification of the current status of the overall organization for education in the State.

Description of Sample

The design of the research project is based upon the belief that what the public believes and desires is of major concern. Individuals were invited to participate from a cross-section of the public, in addition to professional educators. The information gathered was analyzed and identified by three categories of information:

(1) The perceptions of various facets of the system as it now operates.

(2) The concepts of what would be the ideal system.

(3) The opinions and suggestions concerning changes which may be both desirable and feasible.

It was the intent of this research to identify issues, problems, gaps and overlaps among the many educational agencies.

Personal Data Tabulation

In State 10, thirty-eight individuals returned their questionnaires. This was a fifty-seven percent (57%) response. Of the 38, eleven were under the age of 40, thirteen were between forty and fifty, and the remaining were fifty years of age or older. Only two individuals in the sample did not have any college-level work. In fact, thirty-three held one or more college degrees. Only four members of the sample indicated they were members of Boards of Education at either the local or State level. The majority of the sample lived in rural areas, and their work location was also designated as being rural.

Twenty-four individuals had teaching experience. Of these 24, fourteen recorded experience in general education only, while the remaining ten had experience in vocational education.

Sixteen individuals reported administrative experience. However, only two of these recorded only administrative vocational experience.

FOUNDATION FOR THE STATE'S EDUCATION SYSTEM

The foundation for the State's education system includes the legal statutes enacted by the legislature, the philosophy and objectives of the respective education agencies and institutions, their respective roles and responsibilities and the way such areas are allocated among the agencies and institutions concerned. Questions in this section of the research were designed to obtain respondent's perceptions regarding these selected aspects of the State 10 educational program.

State Structure for Education

The pattern of organization in State 10 is typical of those found throughout the country, except there is a separate and independent agency for vocational education. The research data indicated that some changes might be desirable. A majority (76%) of the sample favored changes in existing laws to make education more pertinent to students, to remove unnecessary duplications, to improve efficiency and economy and to fill existing gaps.

TABLE 101. PERCENT FAVORING CHANGE IN EXISTING LAWS OF STATE EDUCATION AGENCY.

STATE EDUCATION AGENCY	PERCENTAGE FAVORING CHANGE IN LAW
State Board of Education	55
State Department of Education	55
State Vocational Agency	31
Public Secondary Schools	41
County or IED District	31
Area Vocational Schools	45
Technical Institutes	31
Community Colleges	48
State Board of Higher Education	34
Public 4-Year Colleges and Universities	28
State Education Coordinating Unit	31

Only two agencies were identified by more than one-half of the respondents as needing some change in their present legal basis. These agencies were: (1) State Board of Education and (2) The State Department of Education.

State Board of Education

Concern with the legal statutes of the State Board of Education in State 10 was expressed by fifty-five percent (55%) of the sample. Narrative comments furnished by participants offered some specific comments related to this. However, it is impossible to report on them since they did not seem to fit a particular pattern or direct themselves to a particular topic. A concern, however, appeared to be the entire problem of coordination of effort and personnel; and overall planning for vocational-technical education, which will be discussed later in this report.

State Department of Education

The specific responsibilities of the State Department of Education were the concern of many respondents. Fifty-five percent (55%) of the sample favored a change in existing laws relating to this agency. Curriculum problems relating to the State Department of Education were mentioned specifically by the sample in their narrative comments. This data supplied an indication that greater curriculum offerings need to be developed in this area, and the State Department of Education should assume more of a leadership role in accomplishing this objective through increased coordination and directed planning of current and proposed programs.

Apparent Philosophy and Objectives

A majority of the respondents stated they were aware of a need for change in the apparent philosophy and objectives of various education agencies in State 10. Sixty-six percent (66%) of the sample felt that one or more of the State agencies was in need of change. This ranged from only twenty percent (20%) who felt that change was needed in the philosophy of the area vocational schools, to a high of sixty percent (60%) expressing a concern with the county education districts. The county education district was the only agency in State 10 identified by more than one-half of the sample. All remaining State agencies were not perceived to be in need of changes in their basic philosophy and objectives.

Roles and Responsibilities

A slight majority of the sample (55%) expressed the opinion that there is a need for change in the roles and responsibilities of the various agencies and institutions in State 10. The only State agency identified by one-half or more of the respondents who expressed a need for change was the State Department of Education.

Close inspection of the narrative comments referring to roles and responsibilities indicates a need on the part of the educational agencies in State 10 to clarify and specifically state their existing roles in the overall educational program of the State. This action initially should focus on the removal of duplication of effort and attention to the resources of conflicting agencies. Directed program planning that will point out overlapping areas is needed prior to the development and assignment of specific roles and responsibilities.

COORDINATION

The coordination of various agencies charged with similar responsibilities is a perplexing problem in any organization, regardless of its size.

In a political entity as complex as State 10, the problem of coordination assumes vast proportions. Coordination as studied in this research refers to relating, allocating and integrating various factors and functions among the respective educational agencies and institutions in the State. This might involve finance, budgets, curriculum and many other related educational matters.

Many agencies in State 10 are currently charged with the coordination of two or more educational agencies and/or institutions according to the responses recorded on the questionnaire. Seventy-four percent (74%) of the sample indicated the existence of such agencies. The sample appeared pleased with the effect of the Statewide coordination efforts. This is supported by the finding that a slight majority (53%) of the sample responded favorably to the questionnaire item dealing with this point. This small percentage in favor is not surprising when one recalls the narrative comments mentioned earlier in this report. Overlapping functions and the need for specific program planning were two of the specific items mentioned.

It was reported that a Coordinating Body presently has some jurisdiction and/or coordinating responsibility over the agencies listed in the following Table:

TABLE 102. AGENCIES CURRENTLY BEING COORDINATED BY A COORDINATING BODY AS REPORTED BY RESPONDENTS.

STATE AGENCY	PERCENT RESPONSE
State Board of Education	1
State Department of Education	25
State Vocational Agency	43
Public Secondary Schools	35
Intermediate Education Districts	21
Area Vocational Schools	39
Technical Institutes	35
Community or Junior Colleges	43
State Board of Higher Education	18
Public 4-Year Colleges and Universities	25
State Education Coordinating Unit	4

The coordination of agencies by a single State-level Education Coordinating Council or Super Board was an organizational concept explored in this research. Sixty-eight percent (68%) of the respondents expressed a favorable opinion toward this concept. They felt that the Coordinating Body should have jurisdictional or coordinating authority over the agencies listed in the following Table:

TABLE 103. AGENCIES THAT SHOULD BE UNDER THE JURISDICTION OF A STATE-LEVEL EDUCATION COORDINATING COUNCIL OR SUPER BOARD.

AGENCY	PERCENT FAVORING COORDINATION
Area Vocational Schools	58
State Department of Education	50
State Vocational Agency	55
Public Secondary Schools	61
Technical Institutes	63
Intermediate Education Districts	37
Community or Junior Colleges	61
Public 4-Year Colleges or Universities	50
State Board of Education	42
State Board of Higher Education	42
State Education Coordinating Unit	24

An examination of narrative data relating to this Table appears to support the idea of a Coordinating Board rather than a Super Board with controlling, administrative-type responsibilities. The sample felt there was a need for additional coordination to avoid duplication of effort and so on, but the formation of such a Board might lead to an inordinate amount of power being centered in one agency. The overall impression, however, is that respondents perceived that improved coordination on a Statewide basis might result from the formation of some type of State Education Coordinating Council.

The following Table summarizes the number of respondents who reported that a Coordinating Body does have and should have a particular responsibility. This Table also shows the percentage increase or decrease in that particular authority or responsibility as perceived by the sample in State 10.

TABLE 104. CURRENT AND PROJECTED COORDINATING AND JURISDICTIONAL RESPONSIBILITIES OF A COORDINATING BODY.

COORDINATING OR JURISDICTIONAL RESPONSIBILITY	HAS THIS	SHOULD HAVE	PERCENT INCREASE	PERCENT DECREASE
Policy-Making	9	11	10	
Finance Determination of Coordination	11	13	8	

COORDINATING OR JURISDICTIONAL RESPONSIBILITY	HAS THIS	SHOULD HAVE THIS	PERCENT INCREASE	PERCENT DECREASE
Staffing	9	7		13
Planning	12	12		
Promoting	8	10	11	
Program Allocation	8	12	20	
Enrollments	4	5	11	
Curriculum Allocations	10	8		11
Communications	11	11		
Location of Buildings	6	3		33
Type of Buildings	4	3		14
Supporting Services	2	6	50	
Dissemination of Education Information	13	12		4
Setting Goals in Education	8	12	20	
Field-Testing and Evaluation in Education	17	13		13
Implementation of Methods, Curricula, Programs, etc.	5	9	29	
Research Activities	6	10	25	
Teacher Education	7	11	22	
Development of Specific Programs	7	7		
Determination of Educational Objectives	7	8	7	
Identification of Problems or Obstacles to Goal Attainment	6	8	14	

COORDINATING OR JURISDICTIONAL RESPONSIBILITY	HAS THIS	SHOULD HAVE THIS	PERCENT INCREASE	PERCENT DECREASE
Planning and Developing New Educational Programs	9	12	33	
Presenting One Budget for All Public Education with Recommendations to the Legislature	6	10	25	
Suggesting Legislative Improvement	12	10		9
Conducting Research	8	9	6	
Determining or Coordinating Expansion Plans	7	10	18	
Centralized or Coordinated Data-Processing Services and Facilities	7	6		8
Reviewing Budget Requests	11	7		22
Common School (K-12) Education.	9	8		6
Public Post-High Vocational-Technical Education	8	11	16	
Public Post-High School Education	9	11	10	
Coordinating Public Community College Education	3	11	57	
Four-Year Colleges and Universities	5	9	29	
Prescribing or Determining Courses of Study	9	3		50
Governing Internal Management of Other Agencies through Policies	2	5	23	

COORDINATING OR JURISDICTIONAL RESPONSIBILITY	HAS THIS	SHOULD HAVE	PERCENT INCREASE	PERCENT DECREASE
Directing, Creating, Merging, Consolidating, and/or Reorganizing School Districts	7	8	7	
Allocating Curriculum Responsibilities	4	7	27	
Teacher Certification	11	11		
Articulation of Curriculum	5	7	17	

A cursory examination of the above Table shows that the Coordinating Body could be delegated more responsibilities than is presently the case. Some responsibilities were identified that should be decreased from their present status. However, most of the numbers and resulting percentage are quite small. The only decrease that would perhaps be significant for discussion at this point is that the prescription or determination of courses of study, which showed a fifty percent(50%) decrease in overall coordination or jurisdictional responsibility, should be the prerogative of the individual agencies or institutions of learning. The overall indication from the above Table is that increased coordination is both feasible and acceptable to the State 10 sample. Items receiving considerable support for increased jurisdiction or coordination included supporting services, setting of goals in education, field-testing and evaluation in education, planning and developing new educational programs, and coordinating community college education. Narrative comments in general also supported increased coordinating activities. However, the caution expressed earlier regarding too much centralized control or administrative authority again was repeated by many respondents. The following quotation from the narrative comments helps to clarify the caution mentioned in the preceding paragraph.

> "...Generally to be so designed and in such a position to direct a total program to the most persons with the least cost and cuplication of services, we must also have safeguards so as not to create an autocratic system that would hamper our operation...a coordinating unit whose purpose is solely to tie together loose ends of an already good system."

POLICY

Policy in this research was defined as the principles and guidelines which an organization (including its personnel) has agreed to, and is expected to observe. Written policy furnishes an effective guideline for the direction and governing of any organization. Written policies of State education agencies in State 10 are, in general, readily available. Only three agencies (the County Education Districts, community colleges, and public four-year colleges and universities) were judged by less than one-half of the sample as not having readily available and accessible policies.

The perceived status of the educational policies and the policy-formulation process among educational agencies and institutions appears to be slightly inadequate. Fifty percent (50%) of the sample expressed the opinion that policies and the policy-formulation process among agencies and institutions appears to be slightly inadequate. Fifty percent (50%) of the sample expressed the opinion that policies and the policy-formulation process among agencies and institutions in State 10 was inadequate. However, forty-two percent (42%) of the sample expressed the opinion that it was satisfactory or excellent. Examination of the narrative comments related to this question does not afford any usable insight as to why these items are so evenly split.

TABLE 105. OPINION OF ADEQUACY OF AGENCY POLICY AND POLICY-FORMULATION.

CATEGORY	PERCENT
Excellent	18
Satisfactory	24
Inadequate	50
Don't Know	5

Only an extremely small portion of the sample expressed no opinion on this question. The majority of respondents felt that the policy or policy-formulation process in general was unsatisfactory.

Decision-Making

Decision-making in education is a complex process. A myriad of situational and social variables must be considered when a decision is in the process of being made. According to the data, State agencies as a group usually give adequate consideration to the roles and responsibilities of other education agencies in State 10. However, a large portion of the sample (34%) responded "don't know." This indicates that a large number of the sample could not give information response to this item. Additionally, very few of the sample responded to the narrative portion of this question.

TABLE 106. PERCEPTION OF THE AWARENESS OF ROLES AND RESPONSIBILITIES OF OTHER AGENCIES WHEN MAKING DECISIONS.

CATEGORY	PERCENT
Usually or Most of the Time	18
Sometimes	16
Usually Does Not	32
Don't Know	34

The findings reported in the above Table could be interpreted to indicate that lines of communication between the many agencies need to be further developed. Narrative comments also support the need for increased communication and the problem of increased coordination in this administrative area.

It appears, however, that the current coordination of policy-making among agencies in State 10 is perceived as being satisfactory. Approximately fifty-two percent (52%) of the sample expressed a favorable opinion toward this aspect of coordination between agencies. However, forty-five percent (45%) of the sample classified the coordination of policy-making among agencies as being inadequate. Again we have a finding with a very slim percentage in favor. This is not too surprising when one recalls the narrative comments and other discussions in this report pointing out the problems of coordination among agencies.

No single State education agency in State 10 appears to regularly and systematically distribute copies of their policies to other agencies in education. This statement is supported by the following Table which presents data tabulated from the questionnaire.

TABLE 107. PERCEIVED DISTRIBUTION OF POLICY TO OTHER STATE AGENCIES IN EDUCATION.

AGENCY	PERCENT DISTRIBUTING
State Board of Education	37
State Department of Education	39
State Vocational Agency	47
Public Secondary Schools	16
Intermediate Education Districts	8
Area Vocational Schools	37
Technical Institutes	32
Community Colleges	21
State Board of Higher Education	18
Public 4-Year Colleges and Universities	18
State Education Coordinating Unit	5

Narrative comments furnished by the sample also demonstrated the lack of a systematic and orderly exchange of State education agency policy. Several narrative comments that illustrate this point include:

> "...Occasionally but not systematically. Changes are usually not reported unless agencies are directly involved."
>
> "...I don't know."
>
> "...You must write to the agencies for copies of their policies."
>
> "...Too few agencies disseminate this information."
>
> "...Many agencies fail to recognize the existence of some other agency beyond their own circle of interest."

Administration

The programs of administration of a single State agency did not seem to have an undesirable effect upon other State agencies. Participants were asked to identify, by agency, if a program interfered with other programs. No more than twenty-six percent (26%) of the responses were identified with a single agency in State 10. This agency was the State Vocational Division. The narrative comments related to this discussed a few minor interferences, but it was impossible to discern a definite trend in the data.

A definition of administration must concern itself with many distinct components. In this research, administration was operationally defined as the conduct of functions such as planning, financing, policy application and so on. Participants were asked to identify general areas of administration that needed improvement.

TABLE 108. PERCEPTION OF ADMINISTRATIVE AREAS IN STATE AGENCIES THAT NEED IMPROVEMENT.

ADMINISTRATIVE AREA	PERCENT RESPONDING
Policy-Making	34
Policies	29
Finance	50
Staffing	26
Planning	42
Directing	16
Coordinating	61
Promoting	39
Communicating	58
Research Activities	47
Supporting Services	32
Buildings and Equipment	32

Inspection of the above Table indicates that improvement is desired in the areas of finance, communication, and coordinating. No other area received mention by more than one-half of the sample. The problems related to communication and coordination have previously been discussed. But the importance of these two elements connot be overemphasized in a discussion of administrative practices. Finance, of course, is always a prime concern when suggestions for improvement are solicited. Financial support of the educational programs must be at a level that will enable those programs to provide a full range of administrative services so that agencies will be able to fulfill their obligation to the State and its citizens.

Roles and Responsibilities

Changes were identified in the roles and responsibilities of education agencies that might improve vocational education programs. Sixty-three percent (63%) of the sample expressed the opinion that there are vocational, technical, or occupational education programs which are needed and not currently available.

Seventy-four percent (74%) of the respondents stated they could identify programs that were currently inadequate. Problems of coordination, inadequate assessment of local needs, absence of a State master plan, and the shortage of vocational-technical subjects in some high schools were representative concerns expressed. The data provides some evidence that duplication of programs (or courses being offered at more than one place in the State) exists. A slight majority of the sample (55%) supported this statement.

THE PROCESS OF CHANGE IN EDUCATION

This section of the research was concerned with the perceptions of the sample in regard to seven kinds of activity that are characteristic of the change process in education. Participants were asked to identify those areas in the process of change that were significantly strong, weak, missing, unnecessarily duplicated, or where some change was merited. An attempt was made to identify one of these descriptions associated with the change process. The sample was then asked to identify activities in the change process where change might be needed. The following Table represents the activities and percent of respondents identifying the activity as in need of change.

TABLE 109. PERCENT OF RESPONDENTS SUGGESTING CHANGE IN THE ACTIVITIES OF THE CHANGE PROCESS.

CHANGE PROCESS ACTIVITIES	CHANGE NEEDED
Setting Goals in Education	50
Identifying Problems, Establishing Priorities	71
Conducting Research	50
Designing New Programs	53
Field-Testing and Evaluating Programs	50
Disseminating Information	50
Implementation of Programs	42

The activity receiving the greatest percentage response was the identification of problems and the establishment of priorities. These points were previously discussed and they are mentioned again here to show their importance and the concern they seem to have in the minds of the State 10 sample. These two activities are especially crucial in a discussion of change since they are so basic to changing existing patterns.

The process of change as carried out by the various State education agencies was also investigated. Agencies involved in the change process activities where change is needed according to fifty percent (50%) or more of the sample were:

1. State Department of Education
2. State Vocational Division or Agency
3. Area Vocational Schools
4. State Board of Higher Education

The data presented above in this portion of the research and the examination of the narrative comments presented by participants points out the need for a comprehensive attack on the entire process of change. It appears that many activities in the process of change are in need of attention by some State agencies. Narrative comments pointed out specific items, but the numbers involved were insufficient to be included at this point. It is essential, for progress to result, that a coordinated set of goals for vocational education be established. These goals should be based upon a thorough and ongoing assessment. Priorities must be established and thoughtful planning initiated to meet these priorities. As new programs are developed, other related State agencies should be made aware of their possibilities and ramifications in order to avoid duplication of effort, resources, and programs.

Personal Data Tabulation

Name of State: State 10

Number: 38

	Under 40	40 - 50	Over 50
Age	11	13	14

	Some High Sch.	High School G.	Some College	College Degree
Highest Education Level Completed	0	2	3	33

	No	Local	State	Other
Are you now a member of a Board of Education?	34	2	2	0

	No	Local	State	Other
Are you now a member of an Advisory Board?	28	1	9	0

Previous Work Experience:	Frequency	Mean No. Years
(1) Professional (Medicine, Dentistry, etc., do not include employment in education)	3	5.3
(2) Agriculture Production	2	12.5
(3) Manager or Proprietor	5	6.4
(4) Sales	3	2.0
(5) Office Occupations (e.g., secretarial, clerical, etc.)	4	4.8
(6) Craftsman	3	7.7
(7) Service Occupations	1	3.0
(8) Unskilled Laborer	2	1.5
(9) Military	8	3.3
(10) Housewife	4	22.0

Personal Data Tabulation (cont.):

Approximate number of years of teaching experience in;

	Frequency	Mean No. Years
(a) General Education.............	14	17.2
(b) Vocational Education.........	10	9.4
(c) Both Areas....................	3	29.7

Approximate number of years of experience in educational administration in;

	Frequency	Mean No. Years
(a) General Education.............	14	15.5
(b) Vocational Education..........	2	2.0
(c) Both Areas....................	5	33.8

	Urban Area*	Rural Area**
Where have you lived most of your life?	6	31
Where has most of your work experience been?	12	25

---

* Population over 50,000
** Population under 50,000

(11) Report for State 11 Based on Data from Group Interview Guide

INTRODUCTION

One essential for the improvement of instruction in education institutions is to first improve the definition of respective roles and responsibilities, policies, organization, and administration of a state's education system. A single state system often includes many distinct components with both separate and overlapping responsibilities.

This research investigated the above assumption dealing with occupational education and other educational activities having a direct influence upon students, grades 9-14, primarily in the public schools.

Included is a summary of the data obtained from the Group Interview Guides from State 11, which identifies the perceptions and opinions of respondents pertaining to roles, responsibilities and interrelationships among those institutions and agencies providing occupational education. The report is organized in four sections to be descriptive of the responses to questions about: (1) Foundations, (2) Coordination, (3) Policy and (4) Process of Change. From this focus, the following will result:

(1) The identification of significant issues in the State's educational structure.

(2) The identification of questions to be answered.

(3) The identification of areas of conflict among various State educational agencies.

(4) The identification of gaps in educational responsibility by agencies in the State.

(5) The identification of the current status of the overall organization for education in the State.

Description of Sample

The design of the research project is based upon the belief that what the public believes and desires is of major importance. Individuals were invited to participate from a cross-section of the public. The information collected was analyzed and identified by three categories of information:

(1) The perceptions of various facets of the system as it now operates.

(2) The concepts of what would be the ideal system.

(3) The opinions and suggestions concerning changes which may be both feasible and desirable.

It was the intent to identify issues, problems, gaps, and overlaps among the many educational agencies providing service in the State.

Personal Data Tabulation

Fifty individuals participated in a group session to complete the Interview Guide. The ages of the participants were fairly evenly distributed. Forty-three had college degrees, five had some college credit, and two had no college. The sample was evenly distributed between rural and urban residents.

Five individuals were members of a local or State board of education. Nine indicated membership on advisory boards on either regional or State levels. Forty-seven participants had teaching experience with nineteen in general education, while the remainder had taught both general and vocational education.

Relatively few individuals reported administrative experience in either general or vocational education.

FOUNDATION FOR THE STATE'S EDUCATION SYSTEM

The foundation for the State's education system includes the legal statutes enacted by the legislature, the philosophy and objectives of the respective education agencies and institutions, their respective roles and responsibilities and the way such areas are allocated among the agencies and institutions concerned. Questions in this section of the research were directed to obtain respondent's perceptions regarding these aspects of the State 11 educational program.

State Structure for Education

The pattern of organization in State 11 is typical of those in many other states. Nearly all agencies were identified as existing in State 11 with the exception of a State Education Coordinating Unit. Only twenty-four percent (24%) of the sample identified this agency as existing. The data indicates the existence of support for a change in the laws or statutes affecting public education. All fifty respondents favored changes in existing laws to make education more pertinent to students, to remove unnecessary duplications to improve efficiency and economy, or to fill esisting gaps.

TABLE 110. PERCENT FAVORING CHANGE IN EXISTING LAWS OF STATE EDUCATION AGENCIES.

STATE EDUCATION AGENCY	PERCENTAGE FAVORING CHANGE IN LAW
State Board of Education	52
State Department of Education	54
State Vocational Division	56
Public Secondary Schools	86
County or IED District	40
Area Vocational Schools	47
Technical Institutes	64
Community Colleges	62
State Board of Higher Education	46
Puablic 4-Year Colleges and Universities	30
State Education Coordinating Unit	42

Certain agencies were identified by more than one-half of the respondents as needing some change in their present legal basis. These agencies were: (1) State Board of Education, (2) State Department of Education, (3) State Vocational Division, (4) Technical Institutes, and (5) Community Colleges.

State Board of Education

Concern with the legal statutes of the State Board of Education was expressed by fifty-two percent (52%) of the sample. Narrative comments furnished by participants offered some rather specific comments. The major comment pointed to an election of the State Board, which in turn would appoint the State superintendent. Another major concern appeared to be the entire problem of coordination and overall planning which will be discussed later in this report.

State Department of Education

The specific responsibilities of the State Department of Education were a concern of many respondents. Curriculum problems were also mentioned. As one participant stated:

> "...total public school system needs to be released from its rigid, traditional posture and allowed to become freer, more creative, and flexible in its expression...We are system-oriented rather than student-oriented."

The data indicates that greater curriculum offerings need to be developed, and the State Board of Education could assume more of a leadership role in accomplishing this through increased coordination and planning of present and proposed programs.

State Vocational Division

Fifty-six percent (56%) of the sample expressed a need for change in the laws or statutes relating to the State Vocational Division. Narrative comments furnished by respondents did not provide any indication of the desired changes other than the repeated reference to a need for better coordination and planning of all State education activities, not just those concerned with the State Vocational Division.

Technical Institutes/Community Colleges

Both of these State education agencies were identified by the sample as needing some change in their present legal basis. No specific comments were directed to the technical institutes that would provide insight into the perceptions of the sample. However, many participants were quite specific in their discussion of the community colleges. The need for comprehensive community colleges was expressed. Also, the apparent need for a Statewide, coordinated system of community colleges was expressed by several respondents.

Apparent Philosophy and Objectives

A large majority of the respondents stated they were aware of a need for change in the apparent philosophy and objectives of the various educational agencies in State 11. Ninety-four percent (94%) of the sample felt that one or more of the State agencies was in need of change. This ranged from thirty-six percent (36%) who felt a change was needed in the philosophy of the State Board of Higher Education, to a high of sixty-six percent (66%) expressing concern with the technical institutes.

The narrative comments related to philosophy and objectives were examined to discover the changes suggested by the sample. Few specific comments were directed at any particular agency, rather, the entire problem of the basic philosphy underlying the vocational programs in State 11 was discussed. Some respondents felt there was a lack of stated philosophy, or it was not related to specific roles and responsibilities. Support was expressed for a coordinated State plan that will give direction to all education agencies in the State.

Roles and Responsibilities

A large proportion of the sample (90%) expressed the opinion that there was a need for change in the roles and responsibilities of the various agencies and institutions in State 11. One-half or more of the respondents, who felt a change was needed, identified the following State agencies as in need of change:

(1) State Board of Education (51%).

(2) State Department of Education (58%).

(3) State Vocational Division (60%).

(4) Public Secondary Schools (62%).

(5) Area Vocational Schools (60%).

(6) Technical Institutes (69%).

(7) Community Colleges (51%).

Specific suggestions were offered which provide insight into the problem. Some representative items are:

> "...that closely-related programs could be more efficiently and economically operated if they were organized under a single administrative unit at both State and local levels."
>
> "...Objectives for each agency or department should be better defined."
>
> "...better coordination of effort and planning."
>
> "...Roles and responsibilities should be clearly defined and coordinated. We now have several uncoordinated agencies with overlapping programs seeking funding."
>
> "...There seems to be some confusion as to who is responsible for what."
>
> "...We need a more clarified concept of role and responsibility, and a clearer idea of our reason for being and our goals and aims."

Close inspection of the narrative comments referring to roles and responsibilities indicates a need on the part of the educational agencies in State 11 to clarify and firmly state their existing role in the overall educational program in the State. This action, initially, should focus on the removal of duplication of effort, attention, and resources of conflicting agencies. Directed program planning that will point out overlapping areas is needed before specific roles and responsibilities can be developed and assigned.

COORDINATION

The coordination of various agencies charged with similar responsibilities is a perplexing problem in any organization, regardless of its size. In a political entity as complex as State 11 the problem of coordination assumes vast proportions. Coordination as studied in this research refers to relating, allocating, and integrating various factors and functions among the respective educational agencies and institutions in the State. This might involve finance, budgets, curriculum, and many other related educational metters.

Many agencies in State 11 are currently charged with the coordination of two or more educational agencies and/or institutions according to the responses recorded on the questionnaire. Ninety percent (90%) of the sample indicated the existence of such agencies. The sample appeared pleased with the effectiveness of Statewide coordination. This is supported by the finding that eight-two percent (82%) of the sample responded favorably to the questionnaire item dealing with this point. This is somewhat surprising when one recalls some of the narrative comments mentioned in the previous section of this report. Overlaps in functions and programs were mentioned often, yet in this section of the research, coordination is viewed favorably.

The coordination of agencies by a single State-level Education Coordinating Council or Super Board was an organizational concept explored in this research. Sixty-six percent (66%) of the respondents expressed a favorable opinion in support of this concept. They felt that the Coordinating Body should have jurisdictional or coordinating authority over the agencies listed in the following Table:

TABLE 111. AGENCIES THAT SHOULD BE UNDER THE JURISDICTION OF A STATE-LEVEL EDUCATION COORDINATING COUNCIL OR SUPER BOARD.

AGENCY	PERCENT FAVORING COORDINATION
Technical Institutes	76
Area Vocational Schools	70
State Vocational Division	70
Public Secondary Schools	68
Public 4-Year Colleges or Universities	64
Community or Junior Colleges	62
State Board of Higher Education	62
State Board of Education	60
State Department of Education	60
Intermediate Education Districts	58
State Education Coordinating Unit	22

Conflict exists on the formation of a Super Board in State 11 that would be an administrative body. Consensus of narrative comments appears to support a Super Board as an advisory, or coordinating, operation, not a controlling, administrative board. Most of the respondents felt there was need for additional coordination etc., but formation of such a Board might lead to additional duplication. It appears that respondents perceived improved coordination on a Statewide basis might result in a better overall utilization of the State's resources.

The following Table summarizes the number of respondents who reported that a Coordinating Body does have and should have a particular responsibility; and also the percentage decrease or increase in that particular authority as perceived by the sample.

TABLE 112. CURRENT AND PROJECTED COORDINATING AND JURISDICTIONAL RESPONSIBILITIES OF COORDINATING BODY.

COORDINATING OR JURISDICTIONAL RESPONSIBILITY	HAS THIS	SHOULD HAVE	PERCENT INCREASE	PERCENT DECREASE
Policy-Making	15	25	25	
Finance Determination of Coordination	10	21	35	
Staffing	10	11	5	
Planning	17	25	19	
Promoting	12	17	17	
Program Allocation	10	22	37	
Enrollments	9	15	25	
Curriculum Allocations	10	25	43	
Communications	11	27	42	
Location of Buildings	8	19	41	
Type of Buildings	8	16	33	
Supporting Services	7	17	42	
Dissemination of Educational Information	12	23	31	
Setting Goals in Education	12	32	45	
Field-Testing and Evaluation in Education	8	20	43	

COORDINATING OR JURISDICTIONAL RESPONSIBILITY	HAS THIS	SHOULD HAVE	PERCENT INCREASE	PERCENT DECREASE
Implementation of Methods, Curricula, Programs, etc.	10	11	5	
Research Activities	9	26	49	
Teacher Education	11	22	33	
Development of Specific Programs	8	16	33	
Determination of Educational Objectives	7	27	59	
Identification of Problems or Obstacles to Goal Attainment	10	26	44	
Planning and Developing New Educational Programs	9	22	42	
Presenting One Budget for All Public Education with Recommendations to the Legislature	9	24	45	
Suggesting Legislative Improvement	12	28	40	
Conducting Research	10	23	39	
Determining or Coordinating Expansion Plans	7	27	59	
Centralized or Coordinated Data-Processing Services and Facilities	7	24	55	
Reviewing Budget Requests	11	28	44	
Common School (K-12) Education	9	19	36	
Public Post-High Vocational-Technical Education	8	26	53	
Public Post-High School Education	11	22	33	
Coordinating Public Community College Education	5	23	64	
Four-Year Colleges and Universities	6	23	59	

COORDINATING OR JURISDICTIONAL RESPONSIBILITY	HAS THIS	SHOULD HAVE	PERCENT INCREASE	PERCENT DECREASE
Prescribing or Determining Courses of Study..............	8	16	33	
Governing Internal Management of Other Agencies through Policies......................	2	20	86	
Directing, Creating, Merging, Consolidating, and/or Reorganizing School Districts....	4	19	65	
Allocating Curriculum Responsibilities...............	6	18	50	
Teacher Certification...........	12	17	17	
Articulation of Curriculum......	7	17	42	

A cursory examination of the above Table shows that the Coordinating Body should have more responsibilities than is presently the case. No responsibilities were identified that should be decreased from their present status. Some of the numbers are quite small, but the overall indication is that increased coordination is feasible and acceptable to the State 11 sample. Items receiving considerable support for increased jurisdiction or coordination included research activities, the determination of educational objectives, determining or coordinating expansion plans, data-processing services and facilities, public post-high school education, public community college education, four-year colleges and universities, allocating curriculum responsibilities, school district reorganization, and governing internal management of other agencies through policies. Narrative comments, in general, also supported increased coordinating activities. However, the caution expressed earlier regarding too much "centralized control" was also repeated by many respondents.

POLICY

Policy in this research was defined as the principles and guidelines which an organization (including its personnel) has agreed to, and is expected to observe. Written policy furnishes an effective guideline for the direction and governing of any organization.

Written policies of State education agencies in State 11 are, in general, not readily available. Only three agencies (State Board of Education, State Department of Education, and State Vocational Division) were judged by more than one-half of the sample as having readily available policies.

The perceived status of the education policies and the policy-formulation process among educational agencies and institutions appears to be satisfactory. Eighty-two percent (82%) of the sample expressed the opinion that policy and policy formulation was satisfactory or excellent.

Decision-Making

Decision-making in education is a complex process. A myriad of situational and social variables must be considered when a decision is in the process of being made. According to the data, State agencies as a group usually give adequate consideration to the roles and responsibilities of other education agencies in the State. However, forty-two percent (42%) of the sample responded "usually does not."

TABLE 113. PERCEPTION OF THE AWARENESS OF ROLES AND RESPONSIBILITIES OF OTHER AGENCIES WHEN MAKING DECISIONS.

CATEGORY	PERCENT RESPONSE
Usually, Most of the Time	16
Sometimes	36
Usually Does Not	42
Don't Know	6

The above finding, in light of its slim percentage advantage in favor, could be interpreted to indicate that lines of communication between the many agencies need to be developed. Narrative comments also support the need for increased communication, and again, were directed to the problem of increased coordination.

It appears, however, that the current coordination of policy-making among the agencies in State 11 is perceived as being satisfactory. Nearly all (94%) of the sample expressed a favorable opinion toward this aspect of coordination between agencies. There seems to be little disagreement with the way policy-making is conducted and coordinated among the State education agencies.

No State agency appears to regularly and systematically distribute copies of their policies to other agencies in education. This finding is supported by the following Table which presents data tabulated from the Group Interview Guide:

TABLE 114, PERCEIVED DISTRIBUTION OF POLICY TO OTHER STATE AGENCIES IN EDUCATION.

AGENCY	PERCENT DISTRIBUTING
State Board of Education	24
State Department of Education	36
State Vocational Division	22
Public Secondary Schools	20
Intermediate Education Districts	8
Area Vocational Schools	20
Technical Institutes	12
Community Colleges	2
State Board of Higher Education	6
Public 4-Year Cooleges and Universities	8
State Education Coordinating Unit	2

Narrative comments furnished by the sample also demonstrate a need for systematic, orderly exchange of State education policy. Several written comments to illustrate this point include:

> "...I can think of none."
>
> "...to the best of my knowledge none of the listed agencies do this."
>
> "...does not exist."
>
> "...not done on a Statewide basis."
>
> "...are seldom distributed, then only to a selected group."

Administration

The programs of administration of a single State agency did not seem to have an undesirable effect upon other State agencies. Participants were asked to identify, by agency, if the program interfered with others. No more than forty-eight percent (48%) of the responses were identified with a single agency in the State. This agency was the Education Coordinating Unit, which in effect, does not legally exist in State 11. One explanation might be that respondents projected activities of such an agency into the future when responding to this item. The narrative comments discussed a few minor interferences, but no definite trend emerged from the data.

A definition of administration must concern itself with many distinct components. In this research, administration was operationally defined

as the conduct of functions such as planning, financing, policy application and so on. Participants were asked to identify areas of administration that needed improvement.

TABLE 115. PERCEPTION OF ADMINISTRATION AREAS OF STATE AGENCIES THAT NEED IMPROVEMENT.

ADMINISTRATIVE AREA	PERCENT RESPONDING
Policy-Making	68
Policies	68
Finance	44
Staffing	60
Planning	54
Directing	66
Coordinating	60
Promoting	62
Communicating	72
Research Activities	66
Supporting Services	54
Buildings and Equipment	52

Inspection of the above Table indicates that improvement is desired in all but the area of finance. The largest percentage responses were given in communicating, policy-making, and policies. The importance of these elements of operating administration cannot be over-emphasized. In reality, all of the elements of administration in Table 115 would appear to need attention on a State level by the education agencies in State 11. A fully functioning range of administration services is necessary if the agencies are to fulfill their obligation to the State and its citizens.

Roles and Responsibilities

Changes were identified in the roles and responsibilities of education agencies that might improve vocational education programs. Ninety-two percent (92%) of the sample expressed the opinion that there were vocational, technical, or occupational education programs which are needed and not currently available.

Seventy-eight percent (78%) of the respondents stated they could identify programs that were currently inadequate. Problems of coordination, inadequate assessment of needs on a local level, the absence of a State master plan, and similar concerns were expressed.

There is evidence in the data that some duplication of programs (or courses being offered at more than one place in the State) exists. This statement is supported by sixty-eight percent (68%) of the sample.

PROCESS OF CHANGE IN EDUCATION

This section of research was concerned with the perceptions of the sample in regards to seven kinds of activity that are characteristic of the change process in education. Participants were asked to identify those areas in the process of change that were significantly strong, weak, missing, unnecessarily duplicated, or where change was merited. An attempt was made to identify only one of these descriptions associated with the change process. The sample was then asked to identify activities in the change process where change might be needed. The following Table presents the activities and percent of respondents identifying the activity as in need of change:

TABLE 116. PERCENT OF RESPONDENTS SUGGESTING CHANGE IN THE ACTIVITIES OF THE CHANGE PROCESS.

CHANGE PROCESS ACTIVITIES	CHANGE NEEDED
Setting Goals in Education	92
Identifying Problems, Establish Priorities	92
Conducting Research	82
Designing New Programs	88
Field-Testing and Evaluating Programs	84
Disseminating Information	84
Implementation of Programs	90

The process of change, as carried out by the various State education agencies, was also investigated. Agencies involved in the change process activities in which change is needed are the following:

(1) State Board of Education (80%)

(2) State Department of Education (96%)

(3) State Vocational Division (82%)

(4) Public Secondary Schools (72%)

(5) Intermediate Education Districts (58%)

(6) Area Vocational Schools (72%)

(6) Area Vocational Schools (72%).

(7) Technical Institutes (78%).

Data presented above, and an examination of the narrative comments suggest a need for a more comprehensive attack on the entire change process for education in State 11. It appears that all activities in the process of change are in need of attention by most of the State agencies.

Personal Data Tabulation

Name of State: State 11

Number: 50

	Under 40	40 - 50	Over 50
Age	14	22	14

	Some High Sch.	High School G.	Some College	College Degree
Highest Education Level Completed	1	1	5	43

	No	Local	State	Other
Are you now a member of a Board of Education?	45	2	3	0

	No	Local	State	Other
Are you now a member of an Advisory Board?	41	2	3	4

Previous Work Experience:	Frequency	Mean No. Years
(1) Professional (Medicine, Dentistry, etc., do not include employment in education)......	8	9.6
(2) Agriculture Production....................	5 6	8.6
(3) Manager or Proprietor....................	6	10.0
(4) Sales....................................	11	7.1
(5) Office Occupations (e.g., secretarial, clerical, etc.).........................	4	5.5
(6) Craftsman................................	3	5.7
(7) Service Occupations......................	2	6.5
(8) Unskilled Laborer........................	1	11.0
(9) Military.................................	20	3.3
(10) Housewife...............................	4	20.0

Personal Data Tabulation (cont.):

Approximate number of years of teaching experience in;

	Frequency	Mean No. Years
(a) General Education............	19	9.9
(b) Vocational Education.........	12	14.3
(c) Both Areas....................	16	5.8

Approximate number of years of experience in educational administration in;

	Frequency	Mean No. Years
(a) General Education............	13	5.4
(b) Vocational Education..........	17	6.9
(c) Both Areas....................	5	45.4

	Urban Area*	Rural Area**
Where have you lived most of your life?	20	27
Where has most of your work experience been?	29	19

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* Population over 50,000
** Population under 50,000

(12) Report for State 12 Based on Data from Group Interview Guides

INTRODUCTION

One essential for the improvement of instruction in education institutions is to first clarify the definition of respective roles and responsibilities, policies, organization, and administration of a state's educational system. A single state system often includes many distinct components with separate and overlapping responsibilities.

This research investigated the above assumption dealing with (1) occupational information and (2) educational activities having a direct influence upon students, grades 9-14, particularly for those in public schools.

Included in this report is a summary of the data obtained from the questionnaires from State 12. These questionnaires sought to identify the perceptions and opinions of respondents pertaining to roles, responsibilities, and interrelationships among those institutions and agencies providing for occupational education. This report is organized into four sections to be descriptive of the responses to questions about: (1) Foundations, (2) Coordination, (3) Policy, and (4) The Process of Change. From this research focus, the following will result:

(1) The identification of significant issues in the State's educational structure.

(2) The identification of questions to be answered.

(3) The identification of areas of conflict among various State educational agencies.

(4) The identification of "gaps" in educational responsibility by agencies in the State.

(5) The identification of the current status of the overall organization for education in the State.

Description of Sample

The design of this research project is based upon the belief that what the general public believes and desires is of major concern. Individuals were invited to participate from a cross-section of the public in addition to professional educators. The information gathered was analyzed and identified by three major categories of information.

(1) The perceptions of various facets of the system as it now operates and the general perceptions of the current division of roles and responsibilities, the organization, and the interrelationships among the several education agencies and institutions in State 12.

(2) The concepts of what would be the ideal system; that is, what would be the best manner to organize the system, divide or assign responsibilities for education (especially occupational education) among the several agencies and institutions which together control and provide the State system of education.

(3) The opinions and suggestions concerning changes which may by both desirable and feasible at this time.

It was the intent of this research to identify issues, problems, gaps, and overlaps among the many educational agencies providing service to State 12.

Personal Data Tabulation

In State 12, thirty-one individuals returned their questionnaires. This was sixty percent (60%) response. Of the 31, only four were under the age of forty, ten were between the ages of forty and fifty, and the remaining seventeen individuals were fifty years of age or older. Every individual who returned his questionnaire reported he held a college degree. Only three members of the sample indicated they were members of Boards of Education at either the local level or State level. The majority of the sample lived in urban areas, and their work location was also designated as being an urban area.

Eighteen individuals had teaching experience. Of these 18, eleven recorded experience in general education only; while the remaining seven had experience in vocational education.

FOUNDATION FOR THE STATE'S EDUCATION SYSTEM

The foundation for the State's education system includes the legal statutes enacted by the legislature, the philosophy and objectives of the respective education agencies and institutions, their respective roles and responsibilities and the way such areas are allocated among the agencies and institutions concerned. Questions in this section of the research were directed to obtain the respondent's perceptions regarding these aspects of the State 12 education program.

State Structure for Education

The pattern of organizaiton in State 12 is typical of those found throughout the country. All of the typical State education agencies were reported by ninety percent (90%) or more of the sample with the exception of a State Board of Higher Education. Examination of the research data indicated that some changes in the State's Structure for education might be desirable. A majority (74%) of the sample favored changes in existing laws to make education more pertinent to students, to remove unnecessary duplication, to improve efficiency and economy, and to fill existing gaps.

TABLE 117. PERCENT FAVORING CHANGE IN EXISTING LAWS OF STATE EDUCATION AGENCY.

STATE EDUCATION AGENCY	PERCENTAGE FAVORING CHANGE IN LAW
State Board of Education	57
State Department of Education	43
State Vocational Division	30
Public Secondary Schools	35
County or IED District	48
Area Vocational Schools	30
Technical Institutes	17
Community Colleges	39
State Board of Higher Education	43
Public 4-Year Colleges and Universities	35
State Education Coordinating Unit	48

The only agency identified by more than one-half of the respondents as needing a change in existing laws was the State Board of Education.

State Board of Education

Concern with the legal statutes of the State Board of Education in State 12 was expressed by fifty-five percent (55%) of the sample. Narrative comments furnished by participants offered some specific comments related to this. These comments did not appear to fit a particular pattern or direct themselves to a particular topic. However, a representative concern appeared to be the entire problem of coordination of effort and overall planning for education in State 12. Some representative quotes from the narrative section in this research were:

> "...The State Board and State Department should be empowered to require all school districts to meet higher standards (larger required ADA, require all school districts to operate High Schools, etc.). Coordination of a higher quality is needed in 4-year colleges and among community colleges, area vocational schools, and technical institutes."

> "...The State Board should have more responsibility for the consolidation of educational districts, and coordinating efforts in vocation-technical education."

> "...Eliminate the State Board of Higher Education and Board of Trustees for the University of State 12. Put all public education under the direction of the State Board of Education to insure equitable sharing of public funds."

Data supplied in this portion of the research gives an indication that greater direction needs to be developed in this area. The State Board of Education should assume more of a leadership role in accomplishing agreed-upon objectives through increased coordination and directive planning of current and proposed programs that are within their realm of responsibility.

Apparent Philosophy and Objectives

A majority of the respondents reported they were aware of a need for changes in the apparent philosophy and objectives of various educational agencies in State 12. Seventy-one percent (71%) felt that one or more of the State agencies was in need of change. This ranged from only eighteen percent (18%) who felt a change was needed in the philosophy of the State Education Coordinating Unit to a high of sixty-four percent (64%) who expressed concern with the public secondary schools. Other State agencies mentioned by more than one-half of the sample were the State Board of Education (59%) and the Community Colleges (59%).

The narrative comments related to the philosophy and objectives are of interest. Many explicit concerns were expressed regarding the need for a clearer definition of roles and responsibilities which is the focus of a following section of the research. However, the following quotation seems to sum up the tenor of the apparent philosophy and objectives of State 12 as discussed in the narrative comments:

> "...Many philosophies and objectives of these agencies overlap and lead to public confusion regarding occupational education. Objectives and philosophies can be more meaningful to the public if they were coordinated and complementary to one another."

Seventy-one percent (71%) of the sample expressed the opinion that there is a need for change in the roles and responsibilities of the various agencies and institutions in State 12. The following agencies were identified by one-half or more of the respondents as being in need of change:

(1) State Department of Education (50%).

(2) State Vocational Division (50%).

(3) Public Secondary Schools (50%).

(4) Community Colleges (50%).

An inspection of the narrative comments referring to roles and responsibilities indicates a need on the part of the education agencies in State 12 to clarify and specifically state their existing roles in the overall educational program of the State. This action initially should focus on the removal of duplication of effort and knowledgeable attention to the resources of conflicting agencies. Directed program planning that will point out overlapping areas is needed prior to the development and assignment of specific roles and responsibilities.

COORDINATION

Coordination of various agencies charged with similar responsibilities is a perplexing problem in any organization, regardless of its size. In a political entity as complex as State 12, the problem of coordination assumes vast proportions. Coordination as investigated in this research refers to relating, allocating, and integrating various factors and functions among respective educational agencies and institutions in the State. This might involve finance, budgets, curriculum, and other related educational matters.

Several agencies in State 12 are currently charged with the coordination of two or more educational agencies and/or institutions according to responses recorded on the questionnaire. Ninety-seven percent (97%) of the sample indicated that much coordination existed. Many narrative responses directed themselves to particular duties of single agencies and some mentioned preliminary steps in the formation of such an agency. The sample appeared slightly displeased with the results of the Statewide coordination effort. This is supported by the finding that a slim majority (52%) of the sample responded negatively to the questionnaire item dealing with this point. This finding is also supported by narrative comments furnished by the sample. Overlapping functions and the need for specific program planning were two of the specific items mentioned.

It was reported that a Coordinating Body currently has some jurisdiction and/or coordinating responsibilities over the agencies listed in the following Table:

TABLE 118. AGENCIES CURRENTLY BEING COORDINATED BY A COORDINATING BODY AS REPORTED BY RESPONDENTS.

STATE AGENCY	PERCENT RESPONSE
State Board of Education	40
State Department of Education	43
State Vocational Division	53
Public Secondary Schools	47
Intermediate Education Districts	43
Area Vocational Schools	50
Community or Junior Colleges	67
Technical Institutes	50
State Board of Higher Education	27
Public 4-Year Colleges and Universities	60
State Education Coordinating Unit	10

The coordination of agencies by a single State-level Education Coordinating Council or Super Board was an organizational concept explored in this research. Fifty-two percent (52%) of the respondents expressed a favorable opinion toward this concept. They felt that the Coordinating Body should have jurisdictional or coordinating authority over the agencies listed in the following Table:

TABLE 119. AGENCIES THAT SHOULD BE UNDER THE JURISDICTION OF A STATE-LEVEL EDUCATION COORDINATING COUNCIL OR SUPER BOARD.

STATE AGENCY	PERCENT FAVORING COORDINATION
Area Vocational Schools	52
State Department of Education	42
State Vocational Division	48
Public Secondary Schools	42
Technical Institutes	55
Intermediate Education Districts	39
Community or Junior Colleges	52
Public 4-Year Colleges or Universities	48
State Board of Education	29
State Board of Higher Education	29
State Education Coordinating Unit	19

Although a slim majority of the sample appeared to be in favor of a State-level Coordinating Council or Super Board, the data identified only three agencies that should be under the jurisdiction of this Super Board. These agencies are (1) Area Vocational Schools, (2) Technical Institutes, and (3) Community Colleges. No other State agencies were identified by the sample that should be under the jurisdiction of a proposed Super Board. Some members of the sample felt there was need for additional coordination to avoid duplication of effort and competition for the resources to support education. However, other members of the sample mentioned in their narrative comments that the formation of such a Super Board might lead to an inordinate amount of power being centered in one agency. The overall impression, however, is that respondents perceived that improved coordination on a Statewide basis might result from the formation of some type of State Education Coordinating Council or Super Board.

The following Table summarizes the number of respondents who reported that a Coordinating Body does have and should have a particular responsibility. This Table also shows the percentage increase or decrease in that particular authority or responsibility as perceived by the sample in State 12.

TABLE 120. CURRENT AND PROJECTED COORDINATING AND JURISDICTIONAL RESPONSIBILITIES OF A COORDINATING BODY.

COORDINATING OR JURISDICTIONAL RESPONSIBILITY	HAS THIS	SHOULD HAVE	PERCENT INCREASE	PERCENT DECREASE
Policy-Making	12	9		10
Finance Determination of Coordination	15	12		11
Staffing	9	6		20
Planning	14	11		12
Promoting	7	9	13	
Program Allocation	10	6		25
Enrollments	9	7		13
Curriculum Allocations	7	8	6	
Communications	8	11	16	
Location of Buildings	8	5		23
Type of Buildings	9	7		13
Supporting Services	5	7	17	
Dissemination of Education Information	9	10	5	

COORDINATING OR JURISDICTIONAL RESPONSIBILITY	HAS THIS	SHOULD HAVE	PERCENT INCREASE	PERCENT DECREASE
Setting Goals in Education	14	14		
Field-Testing and Evaluation in Education	6	11	29	
Implementation of Methods, Curricula, Programs, etc	3	6	33	
Research Activities	7	13	30	
Teacher Education	9	8		6
Development of Specific Programs	13	11		17
Identification of Problems or Obstacles to Goal Attainment	6	12	33	
Planning and Developing New Educational Programs	11	9		10
Presenting One Budget for All Public Education with Recommendations to the Legislature	14	9		22
Suggesting Legislative Improvement	10	10		
Conducting Research	7	10	18	
Determining or Coordinating Expansion Plans	12	11		4
Centralized or Coordinated Data-Processing Services and Facilities	5	7	17	
Reviewing Budget Requests	13	9		18
Common School (k-12) Education	7	5		17
Public Post-High Vocational-Technical Education	11	10		5
Public Post-High School Education	12	6		33
Coordinating Public Community College Education	15	9		43

COORDINATING OR JURISDICTIONAL RESPONSIBILITY	HAS THIS	SHOULD HAVE	PERCENT INCREASE	PERCENT DECREASE
Four-Year Colleges and Universities	14	9		22
Prescribing or Determining Courses of Study	6	7	8	
Governing Internal Management of Other Agencies through Policies	9	5		29
Directing, Creating, Merging, Consolidating, and/or Reorganizing School Districts	6	7	8	
Allocating Curriculum Responsibilities	9	5		29
Teacher Certification	10	4		29
Articulation of Curriculum	6	6	-	

A cursory examination of the above Table gives considerable evidence that the proposed Coordinating Body should be delegated less responsibilities than are presently delegated. Many responsibilities are shown to have received a percentage decrease in the projected coordinating or jurisdictional responsibilities that would be allocated to a Coordinating Body. Even though the numbers and resulting percentages are quite small, the large number of items that were shown to have a percentage decrease is significant by itself. The only responsibilities that were shown to receive substantially large increases in proposed coordination or jurisdictional responsibilities were in the area of field-testing and evaluation education, implementation of new curriculum methods, research activities and the identification of problems or obstacles to goal attainment. The largest percentage decreases, or the areas that a Coordinating Body should have less jurisdictional or coordinating responsibilities in, were afforded to staffing, the location of Buildings, public post-high school education, coordination of public community college education, and other similar items that traditionally have been left to local or institutional responsibility.

Many interpretations are possible of such data. The very slim majority in favor of an overall State-level Coordinating Body or Super Board and the results presented in Table 120 lead to one possible interpretation that the formation of a Super Board in State 12 at this time is not feasible. The reasons for this conclusion are that such a small percentage of the sample are in favor of the concept and also that when presented with specific responsibilities that might be the responsibility of a Coordinating Body, the sample failed to identify few areas they were willing to allocate or delegate to the proposed Super Board. This indicates that the sample in State 12 is reluctant to release much authority or power to a single, State-level agency.

POLICY

Policy in this research was defined as the principles and guidelines which an organization (including its personnel) has agreed to and expected to observe. Written policy furnishes an effective guideline for the direction and governing of any organization. Written policies of State education agencies in State 12 are, in general, readily available. Only three agencies (Public Secondary Schools, County or Intermediate Education Districts, and State Boards of Higher Education) were judged by less than one-half of the sample as not having readily-available written policies. All other agencies in the State were reported by more than one-half of the sample as having available and accessible written policies.

It was difficult to identify the perceived status of the educational policies and the policy-formulation process among educational agencies and institutions in State 12. The sample was evenly split between rating of this variable. Forty-eight percent (48%) of the sample perceived the status of education policies and the policy-formulation process as being adequate and an equal percentage identified it as being satisfactory or excellent. Only four percent (4%) of the sample failed to express an opinion on this point. Examination of the narrative comments related to this question do not afford any useful insight or aid in the interpretation of the above finding.

TABLE 121. OPINION OF ADEQUACY OF AGENCY POLICY AND POLICY FORMULATION.

CATEGORY	PERCENT
Excellent	13
Satisfactory	35
Inadequate	48
Don't Know	4

Decision-Making

Decision-making in education is a complex process. A myriad of situational and social variables must be considered when a decision is in the process of being made. According to the data, State education agencies as a group usually do not give adequate consideration to the roles and responsibilities of other education agencies in State 12. However, the extremely large portion of the sample, forty-eight percent (48%) that responded "don't know" does not give much support to any definitive statement about this item. This is an indication, however, that an extremely large number of the sample does not know much about the policy of State agencies and how they relate one to another. Additionally, very few of the sample responded to the narrative portion of this question.

TABLE 122. PERCEPTION OF THE AWARENESS OF ROLES AND RESPONSIBILITIES OF OTHER AGENCIES WHEN MAKING DECISIONS.

CATEGORY	PERCENT
Usually or Most of the Time	9
Sometimes	9
Usually Does Not	34
Don't Know	48

The findings reported in the above Table could be interpreted to indicate that definite lines of communication between the many State agencies need to be further developed. The few narrative comments did support the need for increased communication and the problem of increased coordination in this administrative area. The current coordination of policy-making among the agencies in State 12 is perceived by the sample as being satisfactory. This perception of the policy-making coordination is supported by forty-nine percent (49%) being infavor of it (or judging it as being excellent or satisfactory). However, forty-five percent (45%) of the sample rated it as being inadequate. Again we have a finding with a very small percentage in favor. This is not too surprising since the narrative comments pointed out the problems of coordination among the several agencies.

Only three education agencies in State 12 appear to regularly and systematically distribute copies of their policies to other agencies in education. This statement is supported by the following Table which presents data tabulated from the questionnaire.

TABLE 123. PERCEIVED DISTRIBUTION OF POLICY TO OTHER STATE AGENCIES IN EDUCATION.

AGENCY,	PERCENT DISTRIBUTING
State Board of Education	55
State Department of Education	55
State Vocational Division	55
Public Secondary Schools	19
Intermediate Education Districts	13
Area Vocational Schools	26
Technical Institutes	26
Community Colleges	23
State Board of Higher Education	9
Public 4-Year Colleges and Universities	34
State Education Coordinating Unit	6

Narrative comments furnished by the sample also demonstrated the need for a systematic and orderly exchange of State education agency policy.

Administration

The programs of administration of a single State agency did not seem to have an undesirable effect upon other State agencies. Participants were asked to identify by agency if a program or programs interfered with other programs. No more than twent-nine percent (29%) of the responses were identified with a single agency in State 12. This agency was the Community or Junior Colleges. The narrative comments related to this item discussed a few minor interferences, but it was impossible to discern a definite trend in the data.

A definition of administration must concern itself with many distinct components. In this research, administration was operationally defined as a conduct of functions such as planning, financing, policy application and so on. Participants were asked to identify general areas of administration that needed improvement.

TABLE 124. PERCEPTION OF ADMINISTRATIVE AREAS IN STATE AGENCIES THAT NEED IMPROVEMENT.

ADMINISTRATIVE AREA	PERCENT RESPONDING
Policy-making	35
Policies	34
Finance	58
Staffing	29
Planning	55
Directing	16
Coordinating	58
Promoting	26
Communicating	65
Research Activities	39
Supporting Services	35
Buildings and Equipment	35

Inspection of the above Table indicates that improvement is desired in the areas of finance, planning, coordinating, and communicating by more than one-half of the sample. The problems related to communication and coordinating have previously been discussed in this report but the importance of these two elements connot be overemphasized in a discussion of administrative practices. Finance, of course, is always a prime concern when suggestions for improvement are solicited. Financial support of the educational programs must be on a level that will enable those programs to provide a full range of administrative services in order that agencies can fulfill their obligation to the State and its citizens. Another administrative area that was identified by a large portion of the sample had to do with planning. It is essential, if an agency is to proceed ina an orderly direction, both long-range and short-range planning be instituted to identify goals or objectives the organization will seek to attain.

Roles and Responsibilities

Changes were identified in the roles and responsibilities of education agencies that might improve vocational-occupational education programs. Seventy-seven percent)77%) of the sample expressed the opinion that there were vocational-technical or occupational education programs which are needed and not currently available. Eight-one percent (81%) of the respondents state they could identify programs that are currently inadequate. Problems of coordination, inadequate assessment of local needs, planning for the future, small high schools in need of consolidation, and a general updating of high school programs in both general and other areas are representative concerns that were expressed in the narrative portion of the data. The data fails to provide evidence that uplication of programs (or courses being offered at more than one place in the State) exist. Only forty-five percent (45%) of the sample supported this statement.

THE PROCESS OF CHANGE IN EDUCATION

This section of the research was concerned with the perceptions of the sample in regard to seven kinds of activity that are characteristic of the change process in education. Participants were asked to identify those areas in the process of change that were significantly strong, weak, missing, unnecessarily duplicated, or where some change was needed. An attempt was made to identify one of these descriptions associated with the change process. The sample was then asked to identify activities in the change process where change might be needed. The following Table represents the activities and percent of respondents identifying an activity as in need of change.

TABLE 125. PERCENT OF RESPONDENTS SUGGESTING CHANGE IN THE ACTIVITIES OF THE CHANGE PROCESS.

CHANGE PROCESS ACTIVITIES	CHANGE NEEDED
Setting Goals in Education	61
Identifying Problems, Establishing Priorities	79
Conducting Research	55
Designing New Programs	67
Field-Testing and Evaluating Programs	58
Disseminating Information	79
Implementation of Programs	52

The activities receiving the greatest percentage responses were identifying problems or establishing priorities and the dissemination of information. Both of these items are tremendously important. They are crucial in any discussion of change since they are so basic to the changing of existing patterns. Problems must be identified and priorities established as a major portion of any planning for organizational growth. Also, once the entire change process has been conducted, i.e., programs have been planned, designed, research has been conducted, the information must be disseminated to the public. In this case the public is the schools. Before final implementation of new programs can be accomplished, information must be available in order that intelligent decision-making can be initiated.

The process of change as carried out by the various State agencies was also investigated. Agencies involved in change process activities where change is needed according to fifty percent (50%) or more of the sample were:

(1) State Board of Education.

(2) State Department of Education.

(3) State Vocational Division or Agency.

(4) Public Secondary Schools.

(5) Technical Institutes.

(6) Community or Junior Colleges.

(7) Public 4-Year Colleges and Universities.

The data presented in this portion of the research and an examination of the narrative comments presented by participants point out the need for a comprehensive attack on the entire process of change. It appears that many activities in the process of change are in need of attention by most State agencies. Narrative comments pointed out certain specific items; however, the numbers involved were insufficient to be included at this point. If progress is to result it is essential that a coordinated set of goals for vocational education be established. These goals should be based upon a thorough and ongoing assessment. Priorities must be established and thoughtful planning initiated to meet these priorities. As new programs are developed, other related agencies should be made aware of their possibilities and ramifications in order to avoid duplications of effort, resources, and programs.

Personal Data Tabulation

Name of State: State 12

Number: 31

	Under 40	40 - 50	Over 50
Age	4	10	17

	Some High Sch.	High School G.	Some College	College Degree
Highest Education Level Completed	0	0	0	31

	No	Local	State	Other
Are you now a member of a Board of Education?	28	2	1	0

	No	Local	State	Other
Are you now a member of an Advisory Board?	22	2	5	1

Previous Work Experience:	Frequency	Mean No. Years
(1) Professional (Medicine, Dentistry, etc., do not include employment in education)	4	22.5
(2) Agriculture Production	4	16.3
(3) Manager or Proprietor	1	19.0
(4) Sales	5	4.0
(5) Office Occupations (e.g., secretarial, clerical, etc.)	1	2.0
(6) Craftsman	5	3.6
(7) Service Occupations	3	1.7
(8) Unskilled Laborer	0	0.0
(9) Military	10	5.8
(10) Housewife	3	14.0

Personal Data Tabulation (cont.):

Approximate number of years of teaching experience in;

	Frequency	Mean No. Years
(a) General Education.............	11	10.1
(b) Vocational Education.........	7	9.4
(c) Both Areas....................	7	22.6

Approximate number of years of experience in educational administration in;

	Frequency	Mean No. Years
(a) General Education.............	9	14.3
(b) Vocational Education.........	7	6.1
(c) Both Areas....................	7	20.1

	Urban Area*	Rural Area**
Where have you lived most of your life?	17	14
Where has most of your work experience been?	18	12

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* Population over 50,000
** Population under 50,000

(13) Report for State 13 Based on Data from Group Interview Guides

INTRODUCTION

One essential for the improvement of instruction in educational institutions is to first improve the definition of respective roles and responsibilities, policies, organization, and administration of a state's education system. A single state system often includes many distinct components with both separate and overlapping responsibilities.

This research investigated the above assumption dealing with occupational education and other educational activities having a direct influence upon students, grades 9-14, primarily in the public schools.

Included is a summary of the data obtained from the Group Interview Guides from State 13 which identified the perceptions and opinions of respondents pertaining to roles, responsibilities and interrelationships among those institutions and agencies providing occupational education. The report is organized in four sections to be descriptive of the responses to questions about: (1) Foundations, (2) Coordination, (3) Policy, and (4) Process of Change. From this focus, the following will result:

(1) The identification of significant issues in the State's educational structure.

(2) The identification of questions to be answered.

(3) The identification of areas of conflict among various State educational agencies.

(4) The identification of gaps in educational responsibilities by agencies in the State.

(5) The identification of the current status of the overall organization in the State.

Description of Sample

The design of the research project is based upon the belief that what the public believes and desires is of major importance. Individuals were invited to participate from a cross-section of the public. The information collected was analyzed and identified by three categories of information:

(1) The perceptions of various facets of the system as it now operates.

(2) The concepts of what would be the ideal system.

(3) The opinions and suggestions concerning changes which may be both feasible and desirable.

It was the intent to identify issues, problems, gaps, and overlaps among the many educational agencies providing service in the State.

Personal Data Tabulation

In State 13, thirty individuals returned their questionnaires. This was a forty-four percent (44%) response. Of the 30, four were under the age of 40, six were between forty and fifty years of age, and 20 were over fifty. Only one individual in State 13 had not attended college. Four reported some college credit, while twenty-five held one or more college degrees. Only four members of the State 13 sample indicated membership on a board of education. Of this four, one was serving on a local board and three on State boards. Twelve individuals reported membership on some form of advisory board. Two reported membership on a local advisory board, eight on a State advisory board, and two reported service on the category designated "other." The majority of the sample lived in rural areas and reported their work location as rural.

The previous work experience of the State 13 sample shows a wide variety of previous occupations. The category "craftsman" was the largest single category checked.

Twenty-three individuals reported teaching experience. Of these 23, eleven reported experience in general education only, five reported teaching experience in vocational education, and seven reported teaching experience in both of these areas. Twenty-two individuals reported administrative experience in education. Seven of these reported administrative experience in general education, ten in vocational education, while five reported administrative experience in both of these areas.

FOUNDATION FOR THE STATE'S EDUCATION SYSTEM

The foundation for the State's education system included the legal statutes enacted by the legislature, the philosophy and objectives of the respective education agencies and institutions, their respective roles and responsibilities, and the way such areas are allocated among the agencies and institutions concerned. Questions in this section of the research were designed to obtain respondent's perceptions regarding these selected aspects of the State 13 educational program.

State Structure for Education

The pattern of organization in State 13 is typical of those found throughout the country. The research data supplies evidence that some changes might be desirable. A majority (63%) of the sample favored changes in existing laws to make education more pertinent to the students, to remove unnecessary duplications, to improve efficiency and economy and to fill existing gaps.

TABLE 126. PERCENT FAVORING CHANGE IN EXISTING LAWS OF STATE EDUCATION AGENCY.

STATE EDUCATION AGENCY	PERCENTAGE FAVORING CHANGE IN LAW
State Board of Education	37
State Department of Education	26
State Vocational Division	41
Public Secondary Schools	42
County or IED District	37
Area Vocational Schools	37
Technical Institutes	37
Community Colleges	41
State Board of Higher Education	26
Public 4-Year Colleges and Universities	21
State Education Coordinating Unit	26

No simgle agency was identified by more than one-half of the respondents as needing a change in its present legal basis.

Apparent Philosophy and Objectives

A majority of the respondents stated they were aware of a need for change in the apparent philosophy and objectives of various education agencies in State 13. Seventy percent (70%) of the sample felt that one or more of the State agencies were in need of change. This ranged from only twenty-four percent (24%) who felt that change was needed in the philosophy of the State Board of Higher Education to a high of sixty-two percent (62%) expressing a concern over the State Department of Education, the public secondary schools, the County or Intermediate Education Districts, and the community colleges. The remaining State agencies were not perceived to be in need of changes in their basic philosophy and objectives.

The narrative comments furnished by respondents were examined to see what major concerns might be. The overwhelming majority of the marrative comments dealt with a theme that could be described as improving the status or the image that vocational-technical education has in State 13. Continual reference was made to the need of young people in preparing for the world of work. Respondents also mentioned that a large number of children are not academically inclined, do not graduate from college, and do not receive adequate counseling for their future needs.

Roles and Responsibilities

A majority of the sample (67%) expressed the opinion that there is a need for change in the roles and responsibilities of the various agencies and institutions in State 13. Three State agencies were identified by one-half or more of the respondents as being in need of change in their basic roles and responsibilities. These were: The State Board of Education, State Department of Education, and State Vocational Division or Agency.

Close inspection of the narrative comments relating to roles and responsibilities indicates a need on the part of educational agencies in State 13 to clarify and specifically state their existing roles in the overall educational program of the State. This action initially should focus upon a clear definition of what is vocational education, a determination of the role of vocational education, and the removal of duplication of effort and attention to the resources of conflicting agencies in State 13. Directed program planning appears to be needed. This planning should point out overlapping areas and is needed prior to the development and assignment of specific roles and responsibilities.

COORDINATION

The coordination of various agencies charged with similar responsibilities is a perplexing problem in any organization, regardless of its size. In a political entity as complex as State 13, the problem assumes vast proportions. Coordination as studied in this research refers to relating, allocating, and integrating various factors and functions among the respective educational agencies and institutions in the State. This might involve finance, budgets, curriculum, and many other related educational matters.

Many agencies in State 13 are currently charged with the coordination of two or more educational agencies and/or institutions according to responses recorded on questionnaires. Ninety-three percent (93%) of the sample indicated the existence of such agencies. The sample did not appear pleased with the effect of the Statewide coordination efforts. This is supported by the finding that sixty-seven percent (67%) of the sample responded unfavorably to the questionnaire item dealing with this point. Narrative comments directed themselves to the current and evolving coordination in the area of higher education. The sample indicated that jurisdiction has been largely nominal in other areas of education and that coordination is now needed in areas other than higher education. Overlapping agency function and the need for specific program planning were two other specific items mentioned.

It was reported that a Coordinating Body presently has some jurisdiction and/or coordinating responsibilities over the agencies listed in the following Table.

TABLE 127. AGENCIES CURRENTLY BEING COORDINATED BY A COORDINATING BODY AS REPORTED BY RESPONDENTS.

STATE AGENCY	PERCENT RESPONSE
State Board of Education	39
State Department of Education	50
State Vocational Division	46
Public Secondary Schools	50
Intermediate Education Districts	46
Area Vocational Schools	50
Technical Institutes	46
Community or Junior Colleges	50
State Board of Higher Education	11
Public 4-Year Colleges and Universities	43
State Education Coordinating Unit	7

The coordination of agencies by a single State-level Education Coordinating Council or Super Board was an organizational concept explored in this research. Fifty-three percent (53%) of the respondents expressed an unfavorable opinion toward this concept. The sample expressed the opinion that they currently have coordination for higher education and "...even though there is a need for increased coordination of other levels of education in the State, that after evaluating the experience with the 'Super Board' for post-secondary education...explore the possibility of one for other areas." The sample felt that the Coordinating Body should have jurisdictional or coordinating authority over the agencies listed in the following Table.

TABLE 128. AGENCIES THAT SHOULD BE UNDER THE JURISDICTION OF A STATE-LEVEL EDUCATION COORDINATING COUNCIL OR SUPER BOARD.

STATE AGENCY	PERCENT FAVORING COORDINATION
Community of Junior Colleges	59
Public 4-Year Colleges or Universities	59
Area Vocational Schools	47
State Department of Education	47
Public Secondary Schools	43
Technical Institutes	43
Intermediate Education Districts	43
State Vocational Division	40
State Board of Higher Education	30
State Board of Education	27
State Educating Coordinating Unit	17

An examination of narrative data relating to this Table supports the previous finding that the concept of an overall Coordinating Body or Super Board is not favored by the State 13 sample.

The following Table summarizes the number of the respondents who reported that a Coordinating Body does have and should have a particular responsibility. This Table also shows the percentage increase or decrease in that particular authority or responsibility as perceived by the sample in State 13.

TABLE 129. CURRENT AND PROJECTED COORDINATING AND JURISDICTIONAL RESPONSIBILITIES OF A COORDINATING BODY.

COORDINATING OR JURISDICTIONAL RESPONSIBILITY	HAS THIS	SHOULD HAVE	PERCENT INCREASE	PERCENT DECREASE
Policy-Making	17	13		13
Finance Determination of Coordination	16	14		7
Staffing	8	6		14
Planning	18	12		20
Promoting	11	7		17
Program Allocation	16	12		14
Enrollments	9	11	10	

COORDINATING OR JURISDICTIONAL RESPONSIBILITY	HAS THIS	SHOULD HAVE	PERCENT INCREASE	PERCENT DECREASE
Curriculum Allocation	13	8		24
Communications	13	8		24
Location of Buildings	8	8		
Type of Buildings	10	9		5
Supporting Services	7	5		17
Dissemination of Education Information	12	10		9
Setting Goals in Education	16	13		10
Field Testing and Evaluation in Education	8	8		
Implementation of Methods, Curricula, Programs, etc	5	7	17	
Research Activities	13	12		4
Teacher Education	9	9		
Development of Specific Programs	9	6		20
Determination of Educational Objectives	12	14	8	
Identification of Problems or Obstacles to Goal Attainment	11	11		
Planning and Developing New Educational Programs	14	11		12
Presenting One Budget for All Public Education with Recommendations to the Legislature	9	10	5	
Suggesting Legislative Improvement	14	13	4	
Conduct Research	9	8		6
Determining or Coordinating Expansion Plans	13	9		18

COORDINATING OR JURISDICTIONAL RESPONSIBILITY	HAS THIS	SHOULD HAVE	PERCENT INCREASE	PERCENT DECREASE
Centralized or Coordinated Data-Processing Services and Facilities	9	9		
Reviewing Budget Requests	12	10		9
Common School (K-12) Education	7	6		8
Public Post-High Vocational-Technical Education	13	10		13
Public Post-High School Education	9	12	14	
Coordinating Public Community College Education	10	13	13	
Four-Year Colleges and Universities	14	10		17
Prescribing or Determining Courses of Study	8	7		7
Governing Internal Management of Other Agencies through Policies	3	2		20
Directing, Creating, Merging, Consolidating, and/or Reorganizing School Districts	4	7	27	
Allocating Curriculum Responsibilities	7	7		
Teacher Certification	8	5		23
Articulation of Curriculum	7	10	19	

An examination of the above Table must be conducted with the knowledge that State 13 currently does have an overall Coordinating Body for higher education. This might be a partial explanation for the overall predominance of responsibilities that were identified that should be decreased from their present status, since many responsibilities currently are (or "does" in the above Table) being coordinated is less than is typically the case in other states. One increase in jurisdictional or coordination responsibilities that a proposed Super Board or Coordinating Body should undertake is in the area of reorganization of school districts. Narrative comments in general were quite specific regarding some of the activities that the Coordinating Body should undertake. However, many of them mentioned the fact that "we currently have one for higher education, and the duties of this new Board will be come evident over the next year or so."

POLICY

Policy in this research was defined as the principles and guidelines which an organiztion (including its personnel) has agreed to, and is expected to observe. Written policy furnishes an effective guideline for the direction and governing of any organization. Written policies of State educatio agencies in State 13, are in general not readily available. Only five agencies (State Board of Education, State Department of Education, State Vocational Division or Agency, public secondary schools and area vocational schools) were identified by more than one-half of the sample as hav ing readily-available and accessible policies. Also, several of the above agencies were mentioned by barely more than fifty percent (50%) of the sample.

The perceived status of the education policies and the policy-formulation process among educational agencies and institutions appears to be satisfactory. Fifty percent (50%) of the sample expressed the opinion that policies and the policy-formulation process among agencies and institutions appears to be either satisfactory or excellent. However, a substantial percentage (43%) of the sample expressed the opinion that it was inadequate. Examination of the narrative comments related to this question does not afford any usable insight as to why these items are so evely split.

TABLE 130. OPINION OF ADEQUACY OF AGENCY POLICY AND POLICY-FORMULATION.

CATEGORY	PERCENT
Excellent	4
Satisfactory	46
Inadequate	43
Don't Know	7

Decision-Making

Decision-making in education is a complex process. A myriad of situational and social variables must be considered when a decision is in the process of being made. According to the data, State agencies as a group usually give adequate consideration to the roles and responsibilities of other agencies in State 13.

TABLE 131. PERCEPTION OF THE AWARENESS OF ROLES AND RESPONSIBILITIES OF OTHER AGENCIES WHEN MAKING DECISIONS.

CATEGORY	PERCENT
Usually or Most of the Time	46
Sometimes	32
Usually Does Not	11
Don't Know	11

It appears that the current coordination of policy-making among the agencies in State 13 is perceived as being neither inadequate or satisfactory. An equal number of participants (41%) judged this aspect of the policy as being either satisfactory or inadequate. Only eight percent (8%) of the sample expressed the opinion "don't know." The narrative comments were again examined to determine why we have a virtual tie in the sample's perception of coordination of policy-making. The narrative comments, however, did not afford any information upon which a generalization could be based.

Only two State education agencies in State 13 appeared to regularly and systematically distirbute copies of their policies to other agencies in education. This statement is supported by the following Table which presents data tabulated from the questionnaire.

TABLE 132. DISTRIBUTION OF POLICY.

AGENCY	PERCENT DISTRIBUTING
State Vocational Division	60
State Department of Education	53
State Board of Education	43
Area Vocational Schools	20
Technical Institutes	20
Community Colleges	17
State Board of Higher Education	17
Public 4-Year Colleges and Universities	17
Public Secondary Schools	17
Intermediate Education Districts	10
State Education Coordinating Unit	7

Narrative comments furnished by the sample also demonstrated the lack of a systematic and orderly exchange of State education agency policy. Several narrative comments that illustrate this point include:

> "...Would be helpful."
>
> "...Very little exchange."
>
> "...No copy of policies are given to the other institutions."
>
> "...As far as I know this is never done."
>
> "...New State Plan for Vocational Education has been distributed to all agencies for comments and constructive criticism. Do not know of any other policy bulletin so distributed to all levels of education."

Administration

The programs of administration of a single State agency did not seem to have an undesirable effect upon other State agencies. Participants were asked to identify by agency if a program interfered with other programs. No more than thirty-seven percent (37%) of the responses were identified with a single State agency in State 13. This agency was the public 4-year colleges and universities. The narrative comments related to this discussed a few minor interferences, but it was impossible to discern any trends in the data.

A definition of administration must concern itself with many distinct components. In this research, administration was operationally defined as the conduct of functions such as planning, financing, policy application and so on. Participants were asked to identify general areas of administration that needed improvement.

TABLE 133. PERCEPTION OF ADMINISTRATIVE AREAS IN STATE AGENCIES THAT NEED IMPROVEMENT.

ADMINISTRATIVE AREA	PERCENT RESPONDING
Coordinating	67
Finance	63
Communicating	57
Planning	53
Policy-Making	47
Promoting	43
Policies	40
Buildings and Equipment	37
Directing	33
Staffing	30
Supporting Services	30
Research Activities	23

Inspection of the above Table indicates that improvement is desired in the areas of finance, planning, coordinating, and communicating. No other areas received mention by more than one-half of the sample. The problems related to coordination have previously been discussed. The importance of communication cannot be over-emphasized in a discussion of administrative practices. Finance is another prime concern when suggestions for improvement are solicited. Financial support of educational programs must be at a level that will enable those programs to provide a full range of administrative services, in order that agencies will be able to fulfill their obligation to the State and its citizens. Planning is of extreme importance in carrying out any program whether in education or other areas.

Roles and Responsibilities

Changes were identified in the roles and responsibilities of education agencies that might improve vocational education programs. Ninety-three percent (93%) of the sample expressed the opinion that there are vocational, technical, or occupational programs which are needed and not currently available.

Seventy-three percent (73%) of the respondents stated they could identify programs that were currently inadequate. Problems of coordinatino, insufficient emphasis on technical training, inadequate assessment of local and regional needs, insufficient or inadequate vocational programs in rural districts, and the lack of programs for many service occupations were some concerns expressed. The data fails to provide evidence that duplication of programs (or courses being offered at more than one place in the State) exists. This is supported by fifty-seven percent (57%) of the sample.

THE PROCESS OF CHANGE IN EDUCATION

This section of the research was concerned with the perceptions of the sample in regard to seven kinds of activity that are characteristic of the change process in education. Participants were asked to identify those areas in the process of change that were significantly strong, weak, missing, unnecessarily duplicated, or where some change was merited. An atempt was made to identify one of these descriptions associated with the change process. The sample was then asked to identify activities in the change process where change might be needed. The following Table represents the activities and percent of respondents identifying the activity as in need of change.

TABLE 134. PERCENT OF RESPONDENTS SUGGESTING CHANGE IN THE ACTIVITIES OF THE CHANGE PROCESS.

CHANGE PROCESS ACTIVITIES	CHANGE NEEDED
Setting Goald in education	87
Identifying Problems, Establishing Priorities	87
Conducting Research	57
Designing New Programs	80
Field-Testing and Evaluating Programs	67
Disseminating Information	77
Implementation of Programs	73

The activities receiving the greatest percentage response were the "Setting Goals in Education" and "Identifying Problems and Establishing Priorities." These points have previously been discussed and are mentioned here again to show their importance and the concern they seem to have in the minds of the State 13 sample. These two activities are especially crucial in a discussion of change, since they are so basic to changing existing patterns of behavior. Also, unless one sets mutually-agreed-upon goals to follow, it is extremely difficult to establish priorities and identify problems.

The process of change as carried out by the various education agencies was also investigated. According to the sample, all State agencies are in need of change in change process activities. Fifty percent (50%) or more of the sample identified all State agencies as in need of change.

The data presented above in this portion of the research and the examination of the narrative comments presented by participants point out the need for a comprehensive attack on the entire process of change. It appears that many activities in the process of change are in need of attention by all State agencies and/or institutions. Narrative comments pointed out specific items, but the numbers involved were insufficient to be included at this point. It is essential, for progress to result, that a coordinated set of goals for vocational education be established. These goals should be based upon a thorough and ongoing assessment. Priorities must be established and thoughtful planning initiated to meet these priorities. As new programs are developed, other related State agencies should be made aware of their possibilities and ramifications in order to avoid duplication of effort, resources and programs.

Personal Data Tabulation

Name of State: State 13

Number: 30

	Under 40	40 - 50	Over 50
Age	4	6	20

	Some High Sch.	High School G.	Some College	College Degree
Highest Education Level Completed	0	1	4	25

	No	Local	State	Other
Are you now a member of a Board of Education?	21	1	3	0

	No	Local	State	Other
Are you now a member of an Advisory Board?	18	2	8	2

Previous Work Experience:	Frequency	Mean No. Years
(1) Professional (Medicine, Dentistry, etc., do not include employment in education)	4	10.5
(2) Agriculture Production	5	3.4
(3) Manager or Proprietor	5	5.4
(4) Sales	4	2.0
(5) Office Occupations (e.g., secretarial, clerical, etc.)	5	4.0
(6) Craftsman	11	6.6
(7) Service Occupations	4	2.5
(8) Unskilled Laborer	4	3.5
(9) Military	7	2.9
(10) Housewife	3	16.7

Personal Data Tabulation (cont.):

Approximate number of years of teaching experience in;

	Frequency	Mean No. Years
(a) General Education	11	10.0
(b) Vocational Education	5	14.6
(c) Both Areas	7	24.7

Approximate number of years of experience in educational administration in;

	Frequency	Mean No. Years
(a) General Education	7	18.7
(b) Vocational Education	10	10.5
(c) Both Areas	5	18.0

	Urban Area*	Rural Area**
Where have you lived most of your life?	21	9
Where has most of your work experience been?	18	12

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* Population over 50,000
** Population under 50,000

(14) Report for State 14 Based on Data from Group Interview Guide

INTRODUCTION

One essential for the improvement of instruction in educational institutions is to first improve the definition of respective roles and responsibilities, policies, organization and administration of a state's education system. A single state system often includes many distinct components with both separate and overlapping responsibilities.

This research investigated the above assumption dealing with occupational education and other educational activities having a direct influence upon students, grades 9-14, primarily in the public schools.

Included is a summary of the data obtained from the Group Interview Guides from State 14, which identified the perceptions and opinions of respondents pertaining to roles, responsibilities and interrelationships among those institutions and agencies providing occupational education. The report is organized in four sections to be descriptive of the responses to questions about: (1) Foundations, (2) Coordination, (3) Policy, and (4) Process of Change. From this focus, the following will result:

(1) The identification of significant issues in the State's educational structure.

(2) The identification of questions to be answered.

(3) The identification of areas of conflict among various State educational agencies.

(4) The identification of gaps in educational responsibility by agencies in the State.

(5) The identification of the current status of the overall organization for education in the State.

Description of Sample

The design of the research project is based upon the belief that what the public believes and desires is of major importance. Individuals were invited to participate from a cross-section of the public. The information collected was analyzed and identified by three categories of information:

(1) The perceptions of various facets of the system as it now operates.

(2) The concepts of what would be the ideal system.

(3) The opinions and suggestions concerning changes which may be both feasible and desirable.

It was the intent to identify issues, problems, gaps and overlaps among the many educational agencies providing service in the State.

Personal Data Tabulation

In State 14, twenty-two individuals returned their questionnaires. This was a fifty-two percent (52%) response. Of the 22, only three were under the age of 40, nine were between forty and fifty years of age, and ten were over fifty. Only one individual in the State 14 sample did not have any college-level work. In fact, eighteen held one or more college degrees. Only two members of the sample reported that they were members of boards of education. Both of these individuals reported membership on a State board. Nine individuals reported membership on some sort of advisory board; two on the local level, six on the State level and one in the category designated "other."

The previous work experience of the sample covered a wide range of occupations. Most responses were associated with the professional class. This included medicine, dentistry, etc., but did not include employment in education. This was closely followed by a category designated craftsman, and the third highest was the military. The sample predominantly lived and worked in urban areas.

Twenty individuals reported teaching experience. Of these 20, nine reported experience in general education only, nine reported experience in vocational education only, and two individuals reported teaching experience in both areas of education. Sixteen individuals reported administrative experience in education. Of the 16, three reported experience in general education only, while eight reported experience in vocational education. Five individuals in the State 14 sample reported administrative experience in both vocational and general education.

FOUNDATION FOR THE STATE'S EDUCATION SYSTEM

The foundation for the State's education system includes the legal statutes enacted by the legislature, the philosophy and objectives of the respective education agencies and institutions, their respective roles and responsibilities and the way such areas are allocated among the agencies and institutions concerned. Questions in this section of the research were designed to obtain respondent's perceptions regarding these selected aspects of the State 14 educational program.

State Structure for Education

The pattern of organization in State 14 is typical of those found throughout the country except there is a separate and independent agency for Vocational Education. The research data indicated that some changes might be desirable. A large majority (96%) of the sample favored changes in existing laws to make education more pertinent to students, to remove unnecessary duplications, to improve efficiency and economy and to fill existing gaps.

TABLE 135. PERCENT FAVORING CHANGE IN EXISTING LAWS OF STATE EDUCATION AGENCY.

STATE EDUCATION AGENCY	PERCENTAGE FAVORING CHANGE IN LAW
State Board of Education	38
State Department of Education	43
State Vocational Agency	67
Public Secondary Schools	24
County of IED District	29
Area Vocational Schools	24
Technical Institutes	48
Community Colleges	48
State Board of Higher Education	9
Public 4-Year Colleges and Universities	14
State Education Coordinating Unit	14

The only agency identified by more than one-half of the respondents as needing some change in its present legal basis was the State Vocational Division. Sixty-seven percent (67%) of the sample who felt changes were needed identified this agency as needing changes. The narrative comments provided offered some specific comments related to this. One fact emerges from the narrative data. This is that vocational education progroms appear to be spread throughout several general areas and several State agencies. Respondents felt that they should be under one entity to provide for better coordination of effort and resources. Coordination well be discussed later in this report. There was also a concern to make the Vocational Division less rigid and isolated. Some members of the sample felt that the State Vocational Division should be solely responsible for coordinating and supervising all vocational education; to quote "too many cooks spoil the booth." It appears that the State Vocational Division should assume more of a leadership role in determining the objectives of vocational education throughout the State.

Apparent Philosophy and Objectives

A majority of the respondents stated they were aware of a need for change in the apparent philosophy and objectives of the various education agencies in State 14. Eighty-two percent (82%) of the sample felt that one or more State agencies was in need of change. This ranged from only twenty-two percent (22%) who felt that change was needed in the philosophy of the State Board of Education, to a high of sixty-six percent (66%) expressing a concern with both the State Vocational Division and the Community Colleges. The narrative comments related to the apparent philosophy and objectives of State agencies in State 14 are similar to those discussed earlier. Comments again directed themselves to problems of coordination. To quote one participant:

> "...Division of Vocational Education is losing its place--giving up authority. Vocational Education should be operated by the State Division of Vocational Education with maximum control allowed to a local director. A measure of control is now under three boards."

Concern was also expressed with vocational education programs that are designed to meet academic administrative needs and do not address themselves to the educational needs of the students.

Roles and Responsibilities

A large majority of the sample (91%) expressed the opinion that there is a need for change in the roles and responsibilities of the various agencies and institutions in State 14. Two agencies were identified by one-half or more of the respondents. These were the State Vocational Agency and the community colleges.

A close inspection of the narrative comments referring to roles and responsibilities indicates a need on the part of educational agencies in State 14 to clarify and specifically state their existing roles in the overall educational program of the State. This action initially should focus on the removal of duplication of effort, control and attention to the resources of conflicting agencies. Directed program planning that will point out overlapping areas is needed prior to the development and assignment of specific roles and responsibilities.

COORDINATION

The coordination of various agencies charged with similar responsibilities is a perplexing problem in any organization, regardless of its size. In a political entity as complex as State 14, the problem of coordination assumes vast proportions. Coordination, as studied in this research, refers to relating, allocating and integrating various factors and functions among the respective educational agencies and institutions in the State. This might involve finance, budgets, curriculum and many other related educational matters.

Many agencies in State 14 are currently charged with the coordination of two or more education agencies and/or institutions according to responses recorded on the questionnaire. Eighty-two percent (82%) of the sample indicated the existence of such agencies with coordinative powers or duties. The sample does not appear pleased with the effect of these Statewide coordination efforts. This is supported by a finding that seventy-seven percent (77%) of the sample responded unfavorably to the questionnaire item dealing with this point. This finding is not surprising when one recalls the discussion earlier in this report regarding the problems of coordination of the State Vocational Division in particular. Overlapping functions and the need for specified program planning were two of the specific items mentioned. Also, the narrative comments mentioned the diffusion of programs and responsibilities of the State Vocational Agency with other agencies.

It was reported that a Coordinating Body presently has some jurisdiction and/or coordinating responsibilities over the agencies listed in the following Table.

TABLE 136. AGENCIES CURRENTLY BEING COORDINATED BY A COORDINATING BODY AS REPORTED BY RESPONDENTS.

STATE AGENCY	PERCENT RESPONSE
State Board of Education	56
State Department of Education	44
State Vocational Agency	66
Public Secondary Schools	50
Intermediate Education Districts	27
Area Vocational Schools	44
Technical Institutes	44
Community or Junior Colleges	55
State Board of Higher Education	6
Public 4-Year Colleges and Universities	22

The coordination of agencies by a single State-level Education Coordinating Council or Super Board was an organizational concept explored in this research. Fifty-five percent (55%) of the respondents expressed a favorable opinion toward this concept. They felt that a Coordinating Body should have jurisdictional or coordinating authorty over the agencies listed in the following Table:

TABLE 137. AGENCIES THAT SHOULD BE UNDER THE JURISDICTION OF A STATE LEVEL EDUCATION COORDINATING COUNCIL OR SUPER BOARD.

AGENCY	PERCENT FAVORING COORDINATION
Community or Junior Colleges	64
State Department of Education	59
Technical Institutes	59
State Vocational Agency	55
Public Secondary Schools	55
Area Vocational Schools	50
State Board of Education	45
Intermediate Education Districts	41
Public 4-Year Colleges or Universities	27
State Board of Higher Education	18
State Education Coordinating Unit	14

An examination of narrative data relating to this Table appears to support the idea of a Coordinating Board rather than a Super Board with controlling, administrative-type responsibilities. The sample felt that there was need of additional coordination to avoid duplication of efforts and so on, but the formation of such a Board might lead to an inordinate amount of power being centered in one agency. To quote one participant:

> "...I do not like the idea of a Super Board, but feel a master plan for education must be developed to provide articulation between all levels of education and a Coordinating Council could be responsible for its development and updating."

The overall impression, however, is that respondents perceived that improved coordination on a Statewide basis might result from the formation of some kind of State Education Coordinating Council, regardless of what it is called.

The following Table summarizes the number of respondents who reported that a Coordinating Body does have and should have a particular responsibility. This Table shows the percentage increase or decrease in that particular authority or responsibility as perceived by the sample in State 14.

TABLE 138. CURRENT AND PROJECTED COORDINATING AND JURISDICTIONAL RESPONSIBILITIES OF A COORDINATING BODY.

COORDINATING OR JURISDICTIONAL RESPONSIBILITY	HAS THIS	SHOULD HAVE	PERCENT INCREASE	PERCENT DECREASE
Policy-Making	10	6		25
Finance Determination of Coordination	11	8		16
Staffing	3	4	14	
Planning	8	8		
Promoting	6	8	14	
Program Allocation	5	5		
Enrollments	2	1		33
Curriculum Allocation	2	4	33	
Communications	6	13	37	
Location of Buildings	3	3		
Type of Buildings	1	2	33	
Supporting Services	1	3	50	
Dissemination of Education Information	7	13	30	
Setting Goals in Education	7	8	7	
Field-Testing and Evaluation in Education	5	7	17	
Implementation of Methods, Curricula, Programs, etc	2	4	33	

COORDINATING OR JURISDICTIONAL RESPONSIBILITY	HAS THIS	SHOULD HAVE THIS	PERCENT INCREASE	PERCENT DECREASE
Research Activities	5	9	31	
Teacher Education	5	5		
Development of Specific Programs	2	5	43	
Determination of Educational Objectives	5	8	23	
Identification of Problems or Obstacles to Goal Attainment	5	10	33	
Planning and Developing New Educational Programs	4	5	11	
Presenting One Budget for all Public Education with Recommendations to the Legislature.	2	8	60	
Suggesting Legislative Improvement	6	10	25	
Conducting Research	5	8	23	
Determining or Coordinating Expansion Plans	5	10	33	
Centralized or Coordinated Data-Processing Services and Facilities	1	10	82	
Reviewing Budget Requests	6	9	20	
Common School (K-12) Education	4	7	27	
Public Post-High Vocational Technical Education	6	8	14	
Public Post-High School Education	4	6	20	

COORDINATING OR JURISDICTIONAL RESPONSIBILITY	HAS THIS	SHOULD HAVE	PERCENT INCREASE	PERCENT DECREASE
Coordinating Public Community College Education......................	3	7	40	
Four-Year Colleges and Universities..................	1	4	60	
Prescribing or Determining Courses of Study...............	1	2	33	
Governing Internal Management of Other Agencies through Policies.......................	1	1		
Directing, Creating, Merging, Consolidating, and/or Reorganizing School Districts....	1	5	66	
Allocating Curriculum Responsibilities...............	2	3	20	
Teacher Certification...........	4	5	11	
Articulation of Curriculum......	2	7	55	

An examination of the above Table shows that the Coordinating Body could be delegated many responsibilities. Two responsibilities were identified which had a decrease in proposed responsibilities. These were Policy-Making and the Determination or Coordination of Financial Matters. These two items are generally left to local determination or agency determination, and it is not surprising to find that the State 14 sample felt that they should not be relegated or delegated to an overall, Statewide Coordinating Body. Most of the remaining items in Table 138 showed a percentage increase in overall coordination or jurisdictional responsibility that could be the prerogative of a Coordinating Body. Many of these numbers were quite small and the resulting percentages not totally accurate, as far as reflecting the opinion of a broad specturm of the State 14 sample. However, the overall impression is, as stated earlier, that increased coordination and jursidictional responsibilities could be allocated to an overall Coordinating Body.

POLICY

Policy in this research was defined as the principles and guidelines which an organization (including its personnel) has agreed to, and is expected to observe. Written policy furnishes an effective guideline for the direction and governing of any organization. Written policies of State education agencies in State 14 are, in general not readily available. Only four agencies (State Board of Education, State Department of Education, State Vocational Division or Agency, and Community Colleges) were judged by more than one-half of the sample as having readily-available written policies. All other agencies in the State were reported by less than one-half of the sample as having readily available and accessible policies.

The perceived status of the educational policies and the policy-formulation process among educational agencies and institutions appears to be satisfactory. Forty-eight percent (48%) of the sample expressed the opinion that policies and the policy-formulation process among agencies and institutions appears satisfactory. A relatively small percentage marked the category "don't know." examination of the narrative comments related to this question indicates that policy does exist, however, that this policy should be updated and broadened to include the entire (K-14) system. This policy should reflect a feeling for a comprehensive education for all students with a greater emphasis on non-academic fields. To quote one respondent:

> "...Diversity is a strength. However, diversity needs some direction and control so that each level of education does not simply duplicate efforts of the other."

TABLE 139. OPINION OF ADEQUACY OF AGENCY POLICY AND POLICY FORMULATION.

CATEGORY	PERCENT
Excellent	0
Satisfactory	48
Inadequate	38
Don't Know	14

Decision-Making

Decision-making in education is a complex process. A myriad of situational and social variables must be considered when a decision is in the process of being made. According to the data, State agencies as a group usually give adequate consideration to the roles and responsibilities of other education agencies in State 14.

TABLE 140. PERCEPTION OF THE AWARENESS OF ROLES AND RESPONSIBILITIES OF OTHER AGENCIES WHEN MAKING DECISION.

CATEGORY	PERCENT
Usually or Most of the Time	19
Sometimes	57
Usually Does Not	19
Don't Know	5

The findings in the above Table could be interpreted to indicate that lines of communication between the various State agencies are fairly well developed. Narrative comments related to the point indicate the problem of articulation that has already been mentioned and again mention the lack of communication.

It appears that the current coordination of policy making among the State 14 agencies is perceived by the sample as being inadequate. Sixty-seven percent (67%) of the sample expressed this opinion toward this aspect of coordination between agencies. This is not too surprising when one recalls narrative comments in other discussions in this report point out the problems of coordination among and between the various agencies.

TABLE 141. PERCEIVED COORDINATION OF POLICY-MAKING AMONG AGENCIES.

CATEGORY	PERCENT
Excellent	0
Satisfactory	19
Inadequate	67
Don't Know	14

No single State education agency in State 14 appears to regularly and systematically distribute copies of their policies to other agencies in education. This satement is supported by the following Table, which presents data tabulated from the questionnaire.

TABLE 142. DISTRIBUTION OF STATE EDUCATION AGENCY AND/OR INSTITUTION POLICIES.

AGENCY	PERCENT DISTRIBUTING
State Board of Education	32
State Department of Education	32
State Vocational Agency	36
Public Secondary Schools	5
Intermediate Education Districts	9
Area Vocational Schools	5
Technical Institutes	5
Community Colleges	9
State Board of Higher Education	0
Public 4-Year Colleges and universities	14
State Education Coordinating Unit	0

Narrative comments furnished by the sample were brief. However, they also demonstrate the lack of a systematic and orderly exchange of State education agency policy.

Administration

The programs of administation of a single State agency did not seem to have an undesirable effect upon other State agencies. Participants were asked to identify, by agency, if a program interfered with other programs. No more than forty-five percent (45%) of the responses were identified with a single State 14 agency. This agency was the State Vocational Divison. The narrative comments related to this discussed a few minor interferences, but it was not possible to discern a definite trend in the data or to make any generalizations from the data.

A definition of administration must concern itself with many distinct components. In this research, administration was operationally defined as the conduct of functions such as planning, financing, policy application and so on. Participants were asked to identify general areas of administration that needed improvement. The following Table summarizes this data.

TABLE 143. PERCEPTION OF ADMINISTRATIVE AREAS IN STATE AGENCIES THAT NEED IMPROVEMENT.

ADMINISTRATIVE AREA	PERCENT RESPONDING
Policy-Making	59
Policies	50
Finance	55
Staffing	32
Planning	64
Directing	32
Coordinating	59
Promoting	18
Communicating	72
Research Activities	36
Supporting Services	18
Buildings and Equipment	27

Inspection of the above Table indicates that improvement is desired in the areas of policy-making, policies, finance, planning, coordinating and communicating. The problems related to communication and coordination have previously been discussed, but the importance of these two elements cannot be overemphasized in a discussion of administrative practice. Finance, of course, is always of prime concern when suggestions for improvement are solicited. Financial support of the educational programs must be at a level that will enable these programs to provide a full range of administrative services so that agencies will be able to fulfill their obligation to the State and its citizens. However, regardless of the level of financial support of a State agency, the importance of planning and subsequent and concurrent policy development is essential if an organization is to chart its path and realize its objectives. Each area identified in the above Table is essential to a smooth-functioning organization. It would be hard to establish a value as to which is more important. However, the items felt to be in need of improvement by more than one-half of the State 14 sample are all extremely important. The policies of an agency must be made available to other agencies so that communication is enhanced, coordination is possible, and financial planning can result that will enable the organization to achieve its goals.

Roles and Responsibilities

Changes were identified in the roles and responsibilities of education agencies that might improve vocational education programs. Ninety-one percent (91%) of the sample expressed the opinion that there were vocational-technical or occupational education programs which are needed and not currently available. Several specific suggestions were presented in the narrative comments. These included programs for the training of para-professional aides and the urgent needs to provide better information for students and prospective students to enable them to do some planning as to what program they would like to follow.

Seventy-two percent (72%) of the respondents stated they could identify programs that were currently inadequate. Problems of coordination, inadequate assessment of local needs, the absence of a State master plan, and the shortage of vocational-technical subjects in some high schools were some of the representative concerns expressed. The problem of fees was also brought out in the narrative data. It was suggested that fees be eliminated or at lease reduced so that more people could take advantage of the programs. The data fails to provide evidence that duplication of programs or courses being offered in more than one place in the State exists.

THE PROCESS OF CHANGE IN EDUCATION

This section of the research was concerned with the perceptions of the sample in regard to seven kinds of activity which are characteristic of the change process in education. Participants were asked to identify those areas in the process of change that were significantly strong, weak, missing, unnecessarily duplicated, or where some change was merited. An attempt was made to identify one of these descriptions associated with the change process where change might be needed. The following Table represents the activities and the percent of respondents identifying the activity as in need of change.

TABLE 144. PERCENT OF RESPONDENTS SUGGESTING CHANGE IN THE ACTIVITIES OF THE CHANGE PROCESS.

CHANGE PROCESS ACTIVITIES	CHANGE NEEDED
Setting Goals in Education	68
Identifying Problems, Establishing Priorities	86
Conducting Research	41
Designing New Programs	59
Field-Testing and Evaluating Programs	55
Disseminating Information	64
Implementation of Programs	68

The activity receiving the greatest percentage response was the identification of problems and establishment of priorities. It is not known whether the sample was concerned with the process whereby this is carried out, or the manner in which priorities are established. However, this is included here to show the importance of these items and the concern they seem to have in the minds of the State 14 sample. These activities are especially crucial in a discussion of change since they are so basic to changing existing patterns.

The process of change as carried out by the various State education agencies was also investigated. Agencies involved in the change process activities where change is needed according to fifty percent (50%) or more of the sample were:

(1) State Board of Education.

(2) State Department of Education.

(3) State Vocational Division or Agency.

(4) Public Secondary Schools.

(5) County or Intermediate Education Districts.

(6) Technical Institutes.

(7) Community Colleges.

(8) Public Four-Year Colleges or Universities.

The data presented above in this portion of the research and an examination of the narrative comments presented by participants point out the need for a comprehensive attack on the entire process of change. It appears that most activities in the process of change are in need of attention by most State agencies. Narrative comments pointed out specific items, but the numbers involved were insufficient to be included at this point. It is essential for progress to result that a coordinated set of goals for vocational-occupational education be established. These goals should be based on a thorough and ongoing assessment. Priorities must be mutually established and thoughtful program planning initiated to meet these established priorities. As new programs are developed, other related State agencies should be made aware of their possibilities and ramifications in order to avoid duplication of effort, resources and programs.

Personal Data Tabulation

Name of State: State 14

Number: 22

	Under 40	40 - 50	Over 50	Some High Sch.	High School G.	Some College	College Degree	No	Local	State	Other	No	Local	State	Other
Age	3	9	10												
Highest Education Level Completed				0	1	3	18								
Are you now a member of a Board of Education?								20	0	2	0				
Are you now a member of an Advisory Board?												13	2	6	1

Previous Work Experience:		Frequency	Mean No. Years
(1)	Professional (Medicine, Dentistry, etc., do not include employment in education)	6	6.7
(2)	Agriculture Production	0	0.0
(3)	Manager or Proprietor	2	3.0
(4)	Sales	2	4.0
(5)	Office Occupations (e.g., secretarial, clerical, etc.)	3	2.7
(6)	Craftsman	5	5.4
(7)	Service Occupations	3	6.0
(8)	Unskilled Laborer	2	1.5
(9)	Military	4	4.8
(10)	Housewife	2	15.0

Personal Data Tabulation (cont.):

Approximate number of years of teaching experience in;

	Frequency	Mean No. Years
(a) General Education.............	9	9.6
(b) Vocational Education.........	9	6.7
(c) Both Areas....................	2	22.0

Approximate number of years of experience in educational administration in;

	Frequency	Mean No. Years
(a) General Education.............	3	18.7
(b) Vocational Education..........	8	9.0
(c) Both Areas....................	5	13.2

	Urban Area*	Rural Area**
Where have you lived most of your life?	12	10
Where has most of your work experience been?	14	8

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* Population over 50,000

** Population under 50,000

(15) Report for State 15 Based on Data from Group Interview Guide

INTRODUCTION

One essential for the improvement of instruction in educational institutions is to first improve the definition of respective roles and responsibilities, policies, organization and administration of a state's education system. A single state system often includes many distinct components with both separate and overlapping responsibilities.

This research investigated the above assumption dealing with occupational education and other educational activities having a direct influence upon students, grades 9-14, primarily in the public schools.

Included is a summary of the data obtained from the Group Interview Guides from State 15, which identifies the perceptions and opinions pertaining to roles, responsibilities and interrelationships among those institutions and agencies providing occupational education. The report is organized in four sections to be descriptive of the responses to questions about: (1) Foundations, (2) Coordination, (3) Policy, and (4) Process of Change. From this focus, the following will result:

(1) The identification of significant issues in the State's educational structure.

(2) The identification of questions to be answered.

(3) The identification of areas of conflict among various State educational agencies.

(4) The identification of gaps in educational responsibility by agencies in the State.

(5) The identification of the current status of the overall organization for education in the State.

Description of Sample

The design of the research project is based upon the belief that what the lay public believes and desires is of major importance. Individuals were invited to participate from a cross-section of the public. Their perceptions would have been considered to be somewhat representative of a segment of lay people. However, relatively few lay individuals were involved in this study. The information collected was analyzed and identified by three categories of information:

(1) The perceptions of various facets of the system as it now operates.

(2) The concepts of what would be the ideal system.

(3) The opinions and suggestions concerning changes which may be both feasible and desirable.

It was the intent to identify issues, problems, gaps, and overlaps among the many educational agencies providing service in the State.

Personal Data Tabulation

In State 15, forty-two individuals returned their mailed questionnaires. This was a seventy-two percent (72%) response. Of the forty-two, only eight were under the age of forty, 13 were between the ages of forty and fifty, and the remaining individuals were fifty years of age or older. The education level of the State 15 sample was distributed with thirty-six individuals holding one or more college degrees, five who had attended college, and one person who was a high school graduate. Only three members of the sample reported membership on a board of education; of this number two reported membership on local boards, and one reported membership on the category designated "other." Ten individuals in State 15 were members of an advisory board. Two of these were on the local level, seven on the State level and one designated "other." The large majority of the State 15 sample lived in rural areas and also reported their work location as being in a rural area. The previous work experience of State 15 showed a wide range. The largest number of individuals were associated with previous work in sales, military, office occupations, and craftsmen. Only two individuals designated previous work experience as a professional in medicine, dentistry, etc.; this designation did not include employment in education.

Thirty-three individuals reported prior teaching experience. Of this thirty-three, 22 had experience in general education only; seven in vocational education only; while four reported teaching experience in both of these areas of education. Twenty-three individuals in the State 15 sample reported administrative experience. Of this number, sixteen reported experience in general education, seventeen in vocational education, and no one reported administrative experience in both of these areas.

FOUNDATION FOR THE STATE'S EDUCATION SYSTEM

The foundation for the State's education system includes the legal statutes enacted by the legislature, the philosophy and objectives of the respective education agencies and institutions, their respective roles and responsibilties and the way such areas are allocated among the agencies and institutions concerned. Questions in this section of the research were directed to obtain respondents' perceptions regarding these aspects of the State 15 education program.

State Structure for Education

The pattern of organization in State 15 is typical of those found throughout the country. All of the usual State education agencies were reported by a large percentage of the sample. Examination of research data indicated that changes in the State structure for education might be desirable. A majority (88%) of the sample favored changes in the existing laws to make education more pertinent to students, to remove unnecessary duplications, to improve efficiency and economy, and to fill existing gaps.

TABLE 145. PERCENT FAVORING CHANGE IN EXISTING LAWS OF STATE EDUCATION AGENCY.

STATE EDUCATION AGENCY	PERCENTAGE FAVORING CHANGE IN LAW
State Board of Education	43
State Department of Education	43
State Vocational Division	38
Public Secondary Schools	27
County or IED District	46
Area Vocational Schools	41
Technical Institutes	27
Community Colleges	27
State Board of Higher Education	22
Public 4-Year Colleges and Universities	19
State Education Coordinating Unit	19

No agency was identified by more than one-half of the respondents as needing a change in existing laws. This may seem to contradict the finding that eight-eight percent (88%) of the sample felt that a change was needed in laws or statutes. However, they did not seem to associate this desire for change with any particular education agency in State 15. Narrative comments, however, furnished by the participants offered some isolated, specific comments related to the type of change the members of the State 15 sample desired. A representative concern appeared to be the entire problem of coordination of effort and overall planning for education in State 15. Some representative quotes from the narrative section in this research were:

> "...Closer coordination among the public schools, State colleges, State universities, and State Departments of Education. A provision for greater intercounty cooperation in school construction, administration, and supervision."
>
> "...Changes are already underway to limit State Board elementary and secondary schools, and create a separate Board for Higher Education with some way of coordination between the two."
>
> "...All members of a State Board of Education should be educators, including representatives of different levels of education. State superintendents should be appointed by the State Board of Education and chosen on merit rather than politics."
>
> "...Permit more county cooperation for building and operation of schools."
>
> "...To better refine the authority and responsibilities of boards. To eliminate overlapping board authority. To eliminate unnecessary boards."

Data supplied in this portion of the research gives an indication that greater direction needs to be developed in the area of statutes related to public education. Some agency in State 15 needs to assume more of a leadership role in developing agreed-upon objectives, increased coordination between and among agencies, and overall planning for current and proposed programs.

Apparent Philosophy and Objectives

A majority of the respondents reported that they were aware of a need for change in the apparent philosophy and objectives of various educational agencies in State 15. Sixty-nine percent (69%) of the sample felt that one or more of the State agencies was in need of change. This ranged from a low of fourteen percent (14%) who felt that change was needed in the philosophy of the community or junior colleges, to a high of fifty-five percent (55%) who expressed concern with the State Department of Education. The only other State agency mentioned by more than one-half of the sample was the public secondary schools (52%).

The narrative comments related to the philosophy and objectives are of interest. Many explicit concerns were expressed regarding the need for a clear definition of roles and responsibilities which is the focus of the following section of this research. The following quotation seems to sum up the general tenor of the apparent philosophy and objectives of State 15 as discussed in the narrative comments furnished by participants:

> "...I don't think all boards and agencies are really committed to the philosophy of an education for every child and realistically plan an academic and/or vocational education program for the individual."

Fifty-seven percent (57%) of the sample expressed the opinion that there is a need for change in the roles and responsibilities of the various agencies and institutions in State 15. The following agencies were identified by one-half or more of the respondents as being in need of change: (1) State Department of Education, (2) public secondary schools. An inspection of the narrative comments referring to roles and responsibilities indicates a need on the part of education agencies in State 15 to clarify and specifically state their already existing roles in the overall educational program of the State. This action initially should focus on the removal of duplication of effort and knowledgeable attention to the existing resources of agencies. Directed program planning to point out overlapping areas is needed prior to the development and assignment of specific roles and responsibilities. Participants continually referred to the problems of placing emphasis on college and university education to the public secondary schools, and the subsequent lack of an adequate, relevant curriculum for the large percentage of youngsters who do not go on to receive a baccalaureate degree.

COORDINATION

Coordination of various agencies charged with similar responsibilities is a perplexing problem in any organization, regardless of its size. In a political entity as complex as State 15, the problem of coordination assumes vast proportions. Coordination as investigated in this research refers to relating, allocating, and integrating various factors and functions among respective education agencies and institutions in the State. This might involve finance, budgets, curriculum, and other related educational matters.

Several agencies in State 15 are currently charged with the coordination of two or more educational agencies and/or institutions according to responses recorded on the questionnaire. Sixty-seven percent (67%) of the sample indicated that such coordination existed. Many narrative responses directed themselves to particular duties of single agencies and some mentioned recent steps in the formation of such an agency.

The sample appeared displeased with the results of current Statewide coordination efforts. This is supported by the finding that eighty-one percent (81%) of the sample responded negatively to the questionnaire item dealing with this point. This finding is also supported by narrative comments furnished by participants. Overlapping functions and the need for planning new programs were two specific items mentioned.

It was reported that a Coordinating Body currently has some jurisdiction and/or coordinating responsibilities over the agencies in the following Table:

TABLE 146. AGENCIES CURRENTLY BEING COORDINATED BY A COORDINATING BODY AS REPORTED BY RESPONDENTS.

STATE AGENCY	PERCENT RESPONSE
State Board of Education	21
State Vocational Division	50
State Department of Education	61
Public Secondary Schools	57
Intermediate Education Districts	54
Area Vocational Schools	43
Technical Institutes	18
Community or Junior Colleges	36
State Board of Higher Education	18
Public 4-Year Colleges and Universities	50
State Education Coordinating Unit	11

The coordination of agencies by a single State-level Education Coordinating Council or Super Board was an organizational concept explored in this research. Sixty-nine percent (69%) of the sample expressed a favorable opinion toward this concept. They felt that the Coordinating Body should have jurisdiction or coordinating authority over the agencies listed in the following Table:

TABLE 147. AGENCIES THAT SHOULD BE UNDER THE JURISDICTION OF A STATE-LEVEL EDUCATION COORDINATING COUNCIL OR SUPER BOARD.

AGENCY	PERCENT FAVORING COORDINATION
State Department of Edcuation	74
Area Vocational Schools	69
Public Secondary Schools	69
State Vocational Division	64
Intermediate Education Districts	62
Community or Junior Colleges	62
Public 4-Year Colleges or Universities	55
State Board of Education	47
State Board of Higher Education	43
Technical Institutes	43
State Education Coordinating Unit	26

Many agencies are identified in the data that should be under the jurisdiction of a proposed Super Board. The sample perceived that the following agencies should be under the jurisdiction of this Board: area vocational schools, State departments of education, public secondary schools, State vocational divisions, intermediate education districts, public 4-year colleges and universities, and community colleges. Other agencies listed in Table 147 were designated by less than one-half of the sample as not needing further coordination from and overall Coordinating Council. Some members of the sample felt there was a need for additional coordination in order to avoid duplication of effort and competition for resources adequate to support educational programs. However, other members of the sample mentioned in their narrative comments that the formation of such a Super Board might lead to an inordinate amount of power being centered in one agency. They felt additional coordination was necessary in order to bring together all aspects of primary, secondary, junior college, college and university. The overall impression was that respondents perceived that improved coordination on a Statewide basis might result from a formation of some kind of State Education Coordinating Council or Super Board which is needed.

The following Table summarizes the number of respondents who reported that a Coordinating Body does have and should have a particular responsibility. This Table also shows the percentage increase or decrease in that particular authority or responsibility as perceived by the sample in State 15.

TABLE 148. CURRENT AND PROJECTED COORDINATING AND JURISDICTIONAL RESPONSIBILITIES OF A COORDINATING BODY.

COORDINATING OR JURISDICTIONAL RESPONSIBILITY	HAS THIS	SHOULD HAVE	PERCENT INCREASE	PERCENT DECREASE
Policy-Making	13	20	21	
Finance Determination of Coordination	12	18	20	
Staffing	11	14	12	
Planning	13	20	21	
Promoting	10	15	20	
Program Allocation	11	22	33	
Enrollments	8	11	16	
Curriculum Allocation	5	19	54	
Communications	11	24	36	
Location of Buildings	6	14	40	
Type of Buildings	8	11	16	
Supporting Services	7	16	39	
Dissemination of Education Information	6	21	56	
Setting Goals in Education	12	22	29	
Field-Testing and Evaluation in Education	9	19	32	
Implementation of Methods, Curricula, Programs, etc	8	14	27	
Research Activities	9	15	25	
Teacher Education	10	14	17	
Development of Specific Programs	8	12	20	

COORDINATING OR JURISDICTIONAL RESPONSIBILITY	HAS THIS	SHOULD HAVE THIS	PERCENT INCREASE	PERCENT DECREASE
Determination of Educational Objectives....................	6	19	52	
Identification of Problems or Obstacles to Goal Attainment..	7	19	46	
Planning and Developing New Education Programs............	10	16	23	
Presenting One Budget for All Public Education with Recommendations to the Legislature.	5	18	57	
Suggesting Legislative Improvement..................	10	21	32	
Conducting Research.............	9	15	25	
Determining or Coordinating Expansion Plans...............	6	19	52	
Centralized or Coordinated Data-Processing Services and Facilities...............	8	19	37	
Reviewing Budget Requests.......	12	14	8	
Common School (K-12) Education..	11	15	15	
Public Post-High Vocational-Technical Education...........	7	14	33	
Coordinating Public Community College Education.............	4	18	64	
Four-Year Colleges and Universities.................	8	19	41	
Prescribing or Determining Courses of Study..............	11	8		16
Governing Internal Management of Other Agencies through Policies.....................	6	9	20	

COORDINATING OR JURISDICTIONAL RESPONSIBILITY	HAS THIS	SHOULD HAVE	PERCENT INCREASE	PERCENT DECREASE
Directing, Creaing, Merging, Consolidating, and/or Reorganizing School Districts......................	2	13	73	
Allocating Curriculum Responsibilities...............	4	14	56	
Teacher Certification...........	16	8		57
Articulation of Curriculum......	7	10	18	

An examination of the above Table shows that the Coordinating Body could be delegated more responsibilities than current coordinating agencies have. Only two responsibilities were identified that should be decreased from their present status. The overall indication from the above Table shows that increased coordination is both feasible and acceptable to the State 15 sample. Several items received considerable support for increased jurisdiction or coordination. These included the location of buildings, curriculum allocation, dissemination of educational information, determination of educational objectives, unified budget presentations, coordinated expansion plans, coordination of public community college education, the direction of reorganization of school districts, and the allocation of curriculum responsibilities.

Many interpretations are possible for such data. The majority in favor of an overall State-level Coordinating Body or Super Board and the results presented in Table 148 lead to a possible interpretation that the formation of a Super Board in State 15 at this time is feasible. The reasons for this conclusion are that a fairly substantial percentage of the sample is in favor of the concept, and also when presented with specific responsibilities that might be the responsibility or the proposed Super Board. This is one indication that the sample in State 15 would release authority or power to a single State-level agency.

POLICY

Policy in this research was identified as the principles and guidelines which an organization (including its personnel) has agreed to and is expected to obaserve. Written policy furnishes an effective guideline for the direction and governing of any organization. Written policies of State education agencies in State 15 are, in general, not readily available. Only five agencies (State Board of Education, State Department of Education, State Vocational Division or Agency, County or Intermediate Education District, and Public 4-Year Colleges and Universities) were judged by more than one-half of the sample as having readily-available policies.

The perceived status of the educational policies and the policy-formulation process among agencies and institutions appears to be adequate. Fifty-six percent (56%) of the sample indicated a favorable opinion in their questionnaire responses.

TABLE 149. OPINION OF ADEQUACY OF AGENCY POLICY AND POLICY FORMULATION.

CATEGORY	PERCENT
Excellent	17
Satisfactory	39
Inadequate	37
Don't Know	7

Decision-Making

Decision-making in education is a complex process. A myriad of situational and social variables must be considered when a decision is in the process of being made. According to the data, State agencies as a group usually do not give adequate consideration to the roles and responsibilities of other education agencies in State 15.

TABLE 150. PERCEPTION OF THE AWARENESS OF ROLES AND RESPONSIBILITIES OF OTHER AGENCIES WHEN MAKING DECISIONS.

CATEGORY	PERCENT
Usually or Most of the Time	23
Sometimes	15
Usually Does Not	43
Don't Know	19

The percentage distribution between favorable and unfavorable on the above Table is fairly close. The large portion of the sample (nearly 20%) who responded "Don't Know" indicates that a large percentage of the sample could not give an informative response to this item. Additionally, very few of the sample responded to the narrative portion of this question. The findings reported in the above Table could be interpreted to indicate that lines of communication between the many agencies need to be further developed. The few narrative comments available also support the need for increased communication and the overall problem of increased coordination in this administrative area. It appears, however, that the current coordination of policy-making among the agencies in State 15 is perceived as being satisfactory. Approximately sixty-eight percent (68%) of the sample expressed a favorable opinion toward this aspect of coordination between agencies.

Only one State education agency in State 15 appears to regularly and systematically distribute copies of their policies to other agencies in education. This statement is supported by the following Table which presents data tabulated from the questionnaire:

TABLE 151. DISTRIBUTION OF POLICY BY STATE AGENCIES AND/OR INSTITUTIONS.

AGENCY	PERCENT DISTRIBUTING
State Board of Education	45
State Department of Education	59
State Vocational Division	24
Public Secondary Schools	21
Intermediate Education Districts	19
Area Vocational Schools	7
Technical Institutes	5
Community Colleges	7
State Board of Higher Education	9
Public 4-Year Colleges and Universities	24

Narrative comments furnished by the sample also demonstrated the lack of a systematic and orderly exchange of State education agency policy. One narrative comment to illustrate:

"...If this is so the administrators need to disseminate it to subordinates. None do as far as I know. It seems to me that it would be an advantage for each agency to know the policies of all agencies and I am not aware of such distribution. Lack of written policy for State departments is a major problem."

Administration

The programs of administration of a single State agency did not seem to have an undesirable effect upon other State agencies. Participants were asked to identify, by agency, if a program interfered with another program. No more than twenty-four percent (24%) of the responses were identified with a single agency in State 15. The narrative comments related to this discussed a few minor interferences, but it was not possible to discern a definite trend in the data. Overlapping programs, competition between agencies for financial support, and lack of an overall State coordinating unit were three representative concerns in the narrative comments provided by the sample.

A definition of administration must concern itself with many distinct components. In this research, administration was operationally defined as a conduct of functions such as planning, financing, policy application, and so on. Participants were requested to identify general areas of administration that needed improvement:

TABLE 152. PERCEPTION OF ADMINISTRATIVE AREAS IN STATE AGENCIES THAT NEED IMPROVEMENT.

ADMINISTRATIVE AREA	PERCENT RESPONDING
Policy-Making	55
Policies	45
Finance	62
Staffing	50
Planning	55
Directing	38
Coordinating	64
Promoting	47
Communicating	79
Research Activities	45
Supporting Services	38
Buildings and Equipment	38

Inspection of the above Table indicates that improvement is desired in the areas of policy-making, finance, staffing, planning, coordinating, and communicating. No other areas received mention by more than one-half of the sample. Many problems related to communicating and coordination have previously been discussed, but the importance of these two elements cannot be overemphasized in any discussion of administrative practices. Finance, of course, is always a prime concern when suggestions for improvement are solicited. Financial support of the educational programs must be at a level that will enable those programs to provide a full range of administrative services so agencies will be able to fulfill their obligation to the State and its citizens. Policy is one area of administration that has also been discussed in this report and the importance of this has been brought out in previous discussions. Planning is directly related to policy-making because the planning typically follows the agreed-upon policy. For an organization to make progress and meet its objectives, directed program planning must be an integral part of the operation. According to narrative comments furnished by participants, the problem of staffing might be related to the lack of finances. Some individuals felt that staffs need to be increased.

Roles and Responsibilities

Changes were identified in the roles and responsibilities of education agencies that might improve vocational education programs. Eighty-six percent (86%) of the sample expressed the opinion that there were vocational, technical, or occupational education programs which are needed and not currently available. The overall concern of the sample and their narrative answers to this question dealt with the lack of relevant vocational education in the secondary schools of the State. Seventy-four percent (74%) of the respondents stated they could identify programs that are currently inadequate. Problems of coordination of programs, the inadequate assessment of local needs, the absence of a State plan, and the shortage of vocational-technical subjects in some secondary schools were representative concerns that were expressed. A slim majority (52%) of the sample felt that programs were currently duplicated in State 15 This slim majority pointed out that many of these programs need coordination. They suggested that competition for available resources limits what can be done. Therefore, it is wasteful to duplicate effort when through coordination, a realistic or broader program of vocational education might result.

THE PROCESS OF CHANGE IN EDUCATION

This section of the research was concerned with the perceptions of the sample in regard to seven kinds of activity that are characteristic of the change process in education. Participants were asked to identify those areas in the process of change that were signigicantly strong, weak, missing, unnecessarily duplicated, or where some change was merited. An attempt was made to identify one of these descriptions associated with the change process. The sample was then asked to identify activities in the change process where change might be needed. The following Table represents the activities and percent of respondents identifying the activity as in need of change.

TABLE 153. PERCENT OF RESPONDENTS SUGGESTING CHANGE IN THE ACTIVITIES OF THE CHANGE PROCESS.

CHANGE PROCESS ACTIVITIES	CHANGE NEEDED
Setting Goals in Education	50
Identifying Problems, Establishing Priorities	67
Conducting Research	59
Designing New Programs	74
Field-Testing and Evaluating Programs	52
Disseminating Information	74
Implementation of Programs	62

The process of change as carried out by the various State education agencies in State 15 was also investigated. Agencies involved in the change process activities where change is needed according to fifty percent (50%) or more of the sample were:

1. State Board of Education.

2. State Department of Education.

3. State Vocational Division or Agency.

4. Public Secondary Schools.

5. County or Intermediate Districts.

The data presented in this portion of the research and the examination of narrative comments presented by participants point out the need for a comprehensive attack on the entire process of change. It appears that many activities in the process of change are in need of attention by some State agencies. Narrative comments pointed out specific items and specific programs, but the numbers involved weren't sufficient to be included at this point. It is essential if educational progress is to result that a coordinated set of goals for vocational education be established. These goals should be based upon a thorough and ongoing assessment. Priorities must be established and thoughtful planning initiated to meet these priorities in light of available resources. As new programs are developed other related agencies should be made aware of their possibilities and ramifications in order to avoid a duplication of effort, resources, and programs that some members of the State 15 sample felt existed.

Personal Data Tabulation

Name of State: State 15

Number: 42

	Under 40	40 - 50	Over 50	
Age	8	13	20	
	Some High Sch.	High School G.	Some College	College Degree
Highest Education Level Completed	0	1	5	36
	No	Local	State	Other
Are you now a member of a Board of Education?	29	2	0	1
	No	Local	State	Other
Are you now a member of an Advisory Board?	32	2	7	1

Previous Work Experience:	Frequency	Mean No. Years
(1) Professional (Medicine, Dentistry, etc., do not include employment in education)......	2	14.0
(2) Agriculture Production..........................	3	6.0
(3) Manager or Proprietor...........................	7	8.1
(4) Sales...	10	5.5
(5) Office Occupations (e.g., secretarial, clerical, etc.)............................	9	3.6
(6) Craftsman.......................................	8	8.3
(7) Service Occupations.............................	5	3.0
(8) Unskilled Laborer...............................	6	3.8
(9) Military..	10	7.4
(10) Housewife......................................	4	26.8

Personal Data Tabulation (cont.):

Approximate number of years of teaching experience in;

	Frequency	Mean No. Years
(a) General Education............	22	16.3
(b) Vocational Education.........	7	14.1
(c) Both Areas....................	4	12.0

Approximate number of years of experience in educational administration in;

	Frequency	Mean No. Years
(a) General Education............	16	14.9
(b) Vocational Education..........	7	7.0
(c) Both Areas....................	0	0.0

	Urban Area*	Rural Area**
Where have you lived most of your life?	12	30
Where has most of your work experience been?	14	28

---

* Population over 50,000
** Population under 50,000

(16) Report for State 16 Based on Data from Group Interview Guide

INTRODUCTION

One essential for the improvement of instruction in educational institutions is to first improve the definition of respective roles and responsibilities, policies, organization and administration of a state's education system. A single state system often includes many distinct components with both separate and overlapping responsibilities.

This research investigated the above assumption dealing with occupational education and other educational activities having a direct influence upon students, grades 9-14, primarily in the public schools.

Included is a summary of the data obtained from the Group Interview Guides from State 16, which identifies the perceptions and opinions of respondents pertaining to roles, responsibilities and interrelationships among those institutions and agencies providing occupational education. The report is organized in four sections to be descriptive of the responses to questions about: (1) Foundation, (2) Coordination, (3) Policy, and (4) Process of Change. From this focus, the following will result:

(1) The identification of significant issues in the State's educational structure.

(2) The identification of questions to be answered.

(3) The identification of areas of conflict among various State educational agencies.

(4) The identification of gaps in educational responsibility by agencies in the State.

(5) The identification of the current status of the overall organization for education in the State.

Description of Sample

The design of the research project is based upon the belief that what the public believes and desires is of major importance. Individuals were invited to participate from a cross-section of the public. The information collected was analyzed and identified by three categories of information:

(1) The perceptions of various facets of the system as it now operates.

(2) The concept of what would be the ideal system.

(3) The opinions and suggestions concerning changes which may be both feasible and desirable.

It was the intent to identify issues, problems, gaps, and overlaps among the many educational agencies providing service in the State.

Personal Data Tabulation

In State 16, fifty-four individuals returned their questionnaires. This was a sixty-nine percent (69%) response. Of the 54, eighteen were over 50 years of age, 21 were between the ages of 40 and 50, and fourteen individuals were under the age of 40. Forty-six members of the State 16 sample held one or more college degrees, seven had attended college, while one was a high school graduate. Previous work experience of the sample was distributed throughout many vocational categories. Seventeen individuals reported previous work experience as craftsmen, and fourteen reported managerial-type work experience. All other categories were also well represented. A slim majority of the sample indicated that they had lived most of their life in an urban area. However, most of their previous work experience had been in rural areas.

Only nine individuals indicated that they are currently members of a board of education. Two individuals designated they were members of local boards of education, four were serving on boards categorized as "other." The membership of the State 16 sample on advisory boards was also a part of the personal data tabulated. Eighteen individuals reported membership on some form of advisory board. Of this 18, two served on local boards, 11 served on State boards and five on boards categorized as "other."

Many individuals in the sample reported they had previous teaching experience. This teaching experience varied between general education only (13), and vocational education (15). Additionally, eleven individuals reported they had had teaching experience in both of these two areas. Many members of the sample had previous administrative experience in general education only, and three individuals reported administrative experience in both of these areas of education.

FOUNDATION FOR THE STATE'S EDUCATION SYSTEM

The foundation for the State's education system includes the legal statutes enacted by the legislature, the philosophy and objectives of the respective education agencies and institutions, their respective roles and responsibilities and the way such areas are allocated among the agencies and institutions concerned. Questions in this section of the research were designed to obtain the respondent's perceptions regarding these selected aspects of the State 16 educational program.

State Structure for Education

The pattern of organization in State 16 is fairly typical of those found throughout the country, except there is a separate and independent agency for vocational education. The only exception being that only twenty-eight percent (28%) of the sample reported that the State Board of Education existed in State 16. The research data indicated the majority of the sample (87%) favored changes in existing laws. These changes were felt necessary (by the sample) to make education more pertinent to students, to remove unnecessary duplications, to improve efficiency and economy and to fill existing gaps.

TABLE 154. PERCENT FAVORING CHANGE IN EXISTING LAWS OF STATE EDUCATION AGENCY.

STATE EDUCATIONA AGENCY	PERCENTAGE FAVORING CHANGE IN LAW
State Board of Education	6
State Department of Education	55
State Vocational Agency	57
Public Secondary Schools	45
County or IED District	15
Area Vocational Schools	52
Technical Institutes	36
Community Colleges	36
State Board of Higher Education	26
Public 4-Year Colleges and Universities	32
State Education Coordinating Unit	40

Only three agencies were identified by more than one-half of the respondents as needing some change in their present legal basis. These agencies were: (1) State Department of Education, (2) State Vocational Agency, (3) Area Vocational Schools.

State Department of Education

Concern with the legal statutes of the State Department of Education in State 16 was expressed by fifty-five percent (55%) of the sample. Narrative comments furnished by participants offered some specific comments related to this. However, it is impossible to report on them since many did not seem directed to common concerns or a particular topic. One general concern, however, appeared to be the entire problem of support of the educational program and overall planning for education in State 16.

State Vocational Agency

The specific responsibilities of the State Vocational Agency was a concern of many respondents. Fifty-seven percent (57%) of the sample favored a change in existing laws relating to this agency. Curriculum problems related to vocational education were mentioned specifically by the sample in their narrative comments. The data supplied an indication that greater flexibility needs to be built into curriculum offerings in this area. The sample also appeared to feel that the State Vocational Agency should assume more of a leadership role in accomplishing their objectives through increased coordination in directed planning of curriculum revision.

Area Vocational Schools

The laws and statutes relating to the area vocational schools were a concern of fifty-two percent (52%) of the sample. Their concern as expressed in the narrative portion of the questionnaire dealt with more long-range planning, increased State support, more school consolidation so that areas district problems can be worked on, and a method to remove post-high school vocational education from fiscal dependence on local property taxes.

Apparent Philosophy and Objectives

A majority of the respondents stated they were aware of a need for change in the apparent philosophy and objectives of various education agencies in State 16. Seventy-four percent (74%) of the sample felt that one or more of the State agencies was in need of change. This ranged from only about fifteen percent (15%) of the sample who felt that a change was needed in the philosophy of the Intermediate or County Education District, to a high of fifty-eight percent (58%) who expressed concern with the area vocational schools. The area vocational school, the State Vocational Agency, and the technical institutes were the only agencies in State 16 identified by more than one-half of the sample as needing change. All remaining State agencies were not perceived to be in need of changes in their basic philosophy or objectives.

Roles and Responsibilities

A large majority of the sample (82%), expressed the opinion that there is a need for change in the roles and responsibilities of the various agencies and institutions in State 16. However, no single State agency was identified by one-half or more of the respondents as a specific example of a need for change. Close inspection of the narrative comments referring to general roles and responsibilities indicates a need on the part of the educational agencies in State 16 to clarify and restate their existing roles in the overall educational program of the State. Specific comments were directed toward the overall philosophy guiding existing State agencies. Comments also focused on the removal of duplication of effort and attention to the resources of conflicting agencies. Directed program planning appears to be necessary to eliminate overlapping areas. This is necessary prior to the development and assignment of specific roles and responsibilities relating to occupational education in State 16.

COORDINATION

The coordination of various agencies charged with similar responsibilities is a perplexing problem in any organization regardless of its size. In a political entity as complex as State 16, the problem of coordination assumes vast proportions. Coordination as studied in this research refers to relating, allocating, and integrating various factors and functions among the respective educational agencies and institutions in the State. This might involve finance, budgets, curriculum and many other related educational matters.

Many agencies in State 16 are currently charged with the coordination of two or more educational agencies and/or institutions according to responses recorded on the questionnaire. Ninety-one percent (91%) of the sample indicated the existence of such agencies with coordinating responsibilities. The sample appeared slightly displeased with the effect of the Statewide coordination efforts. This is supported by the finding that a slim majority, fifty-two percent (52%), responded unfavorably to the questionnaire item dealing with this point. This small percentage margin on the negative side is not surprising when one recalls narrative comments mentioned earlier in this report regarding the lack of coordination that sometimes occurs between agencies. Overlapping functions and the need for specific program planning were two of the specific items mentioned.

It was reported that a Coordinating Body of some sort presently had jurisdication and/or coordinating responsibilities over agencies listed in the following Table.

TABLE 155. AGENCIES CURRENTLY BEING COORDINATED BY A COORDINATING BODY AS REPORTED BY RESPONDENTS.

STATE AGENCY	PERCENT RESPONSE
State Board of Education	10
State Department of Education	35
State Vocational Agency	71
Public Secondary Schools	16
Intermediate Education Districts	8
Area Vocational Schools	57
Technical Institutes	63
Community or Junior Colleges	43
State Board of Higher Education	37
Public 4-Year Colleges and Universities	72
State Education Coordinating Unit	14

The coordination of agencies by a single State-level Education Coordinating Council or Super Board was an organizational concept explored in this research. Eighty-two percent (82%) of the respondents expressed a favorable opinion toward this concept of overall coordination. They felt that the Coordinating Body should have jurisdiction or coordinating authority over the bodies listed in the following Table.

TABLE 156. AGENCIES THAT SHOULD BE UNDER THE JURISDICTION OF A STATE-LEVEL EDUCATION COORDINATING COUNCIL OR SUPER BOARD.

AGENCY	PERCENT FAVORING COORDINATION
State Vocational Agency	76
Public 4-Year Colleges or Universities	74
Area Vocational Schools	72
Technical Institutes	70
Community or Junior Colleges	61
State Department of Education	52
State Board of Higher Education	50
Public Secondary Schools	43
Intermediate Education Districts	30
State Education Coordinating Unit	22
State Board of Education	19

The following Table summarizes the number of respondents who reported that a Coordinating Body does have and should have a particular responsibility. This Table also shows the percentage increase or decrease in that particular authority or responsibility as perceived by the sample in State 16.

TABLE 157. CURRENT AND PROJECTED COORDINATING AND JURISDICTIONAL RESPONSIBILITIES OF A COORDINATING BODY.

COORDINATING OR JURISDICTIONAL RESPONSIBILITY	HAS THIS	SHOULD HAVE	PERCENT INCREASE	PERCENT DECREASE
Policy-Making	30	28		4
Finance Determination of Coordination	37	27		16
Staffing	7	17	42	
Planning	44	26		26
Promoting	20	20		
Program Allocation	36	24		20
Enrollments	24	19		12
Curriculum Allocation	27	22		10
Communications	30	24		11
Location of Buildings	20	21	2	
Type of Buildings	15	16	3	
Supporting Services	5	16	52	
Dissemination of Education Information	25	23		4
Setting Goals in Education	34	25		15
Field Testing and Evaluation in Education	9	19	32	
Implementation of Methods, Curricula, Programs, etc	8	8		
Research Activities	24	28	8	

COORDINATING OR JURSIDICTIONAL RESPONSIBILITY	HAS THIS	SHOULD HAVE	PERCENT INCREASE	PERCENT DECREASE
Teacher Education	13	14	4	
Development of Specific Programs	15	10		16
Determination of Educational Objectives	29	18		23
Identification of Problems or Obstacles to Goal Attainment	27	18		20
Planning and Developing New Educational Programs	21	18		8
Presenting One Budget for All Public Education with Recommendations to the Legislature	19	29	21	
Suggesting Legislative Improvement	34			
Conducting Research	30			
Determining or Coordinating Expansion Plans	31	23		15
Centralized or Coordinated Data-Processing Services and Facilities	9	21	40	
Reviewing Budget Requests	36	27		10
Common School (K-12) Education	5	14	58	
Public Post-High School Education	30	25		9
Coordinating Public Community College Education	20	21	2	
Four-Year Colleges and Universities	38	26		19
Prescribing or Determining Courses of Study	8	13	26	
Governing Internal Management of Other Agencies through Policies	6	10	25	

COORDINATING OR JURISDICTIONAL RESPONSIBILITY	HAS THIS	SHOULD HAVE	PERCENT INCREASE	PERCENT DECREASE
Directing, Creating, Merging, Consolidating, and/or Reorganizing School Districts..........	10	17	27	
Allocating Curriculum Responsibilities......................	10	12	9	
Teacher Certification............	7	11	22	
Articulation of Curriculum.......	6	14	40	

A cursory examination of the above Table shows that the Coordinating Body could be delegated less responsibilities than are presently being coordinated. Some responsibilities were identified that should be increased from their present status. Some of the potential increases in coordinating or jurisdictional responsibilities include the problems of staffing, supporting services, and articulation of curricula. Most responsibilities were decreased from their present status of coordination. Items receiving considerable support for less jurisdiction or coordination included planning and the determination of educational objectives. Narrative comments in general supported increased coordinating activities. However, the caution expressed earlier regarding too much centralized control or administrative authority was again repeated by many respondents. Also Table 157 demonstrates that there is some disagreement as to what type of activities the Coordinating Body should concern themselves with. The following quotation from the narrative comments helps to clarify this caution:

> "...Coordination should mean just that--it should not be interpreted as dictating to cooperating systems. Each system should have the right to determine its educational goal and be allowed to develop programs commensurate with those goals. Teacher certification in hiring should and must be the prerogative of each system."

State 16's experience with the Coordinating Council for Higher Education might provide the agencies in this State an opportunity to determine how an overall Coordinating Board should function. Insights into the duties and procedures of an overall Coordinating Body can be investigated for higher education through the present legalized framework for coordination of higher education now existing. Knowledge gained from this investigation can then be utilized in determining the feasibility of an overall Coordinating Body for the entire educational program.

POLICY

Policy in this research was defined as the principles and guidelines which an organization (including its personnel) has agreed to and is expected to observe. A basic assumption of administrative practice is that written policy furnishes an effective guideline for the direction and governing of any organization. Written policies of State education agencies in State 16 in general are not readily available. Only four agencies (State Department of Education, State Vocational Agency, area vocational schools, and technical institutes) were judged by more than one-half of the sample as having readily-available written policies. All other agencies in the State were reported by less than one-half of the sample as having readily-available and accessible policies.

The perceived status of the educational policies and the policy-formulation process among educational agencies and institutions appears to be adequate. Fifty-four percent (54%) of the sample expressed the opinion that policies and the policy-formulation process among agencies and institutions appears to be satisfactory or excellent. However, thirty-six percent (36%) of the sample expressed the opinion that it was inadequate. Examination of the narrative comments related to this question did not afford any usable insight as to why such a large percentage of the sample classified the status of educational policies as being inadequate.

TABLE 158. OPINION OF ADEQUACY OF AGENCY POLICY AND POLICY FORMULATION.

CATEGORY	PERCENT
Excellent	9
Satisfactory	46
Inadequate	36
Don't Know	9

Decision-Making

Decision-making in education is a complex process. A myriad of situational and social variables must be considered when a decision is in the process of being made. According to the data, State agencies as a group usually give adequate consideration to the roles and responsibilities of other education agencies in State 16. Seventy-four percent (74%) of the sample responded favorable to this.

TABLE 159. PERCEPTION OF THE AWARENESS OF ROLES AND RESPONSIBILITIES OF OTHER AGENCIES WHEN MAKING DECISIONS.

CATEGORY	
Usually or Most of the Time	43
Sometimes	31
Usually Does Not	15
Don't Know	11

Narrative comments supported the need for increased communication and more coordination between agencies.

It appears however, that the current coordination of policy making among the agencies in State 16 is perceived as being fairly satisfactory. Approximately forty-three percent (43%) of the sample expressed a favorable opinion towards this aspect of coordination between agencies. However, nearly a third (33%) of the sample classified the coordination of policy making among agencies as being inadequate. This is a very slim percentage in favor. It is not too surprising, however, when one recalls the narrative comments in an earlier discussion in this report pointing out the problems of coordination and articulation among agencies.

No single State education agency in State 16 appears to regularly and systematically distribute copies of their policies to other agencies in education. This statement is supported by the following Table which presents data tabulated from the questionnaire.

TABLE 160. DISTRIBUTION OF AGENCY AND/OR INSTITUTION POLICY.

AGENCY	PERCENT DISTRIBUTING
State Board of Education	6
State Department of Education	35
State Vocational Agency	41
Public Secondary Schools	13
Intermediate Education Districts	6
Area Vocational Schools	28
Technical Institutes	22
Community Colleges	11
State Board of Higher Education	15
Public 4-Year Colleges and Universities	19
State Education Coordinating Unit	28

Narrative comments furnished by the sample also demonstrated the lack of a systematic and orderly exchange of State education agency policy. Several narrative comments that illustrate this point include:

> "...Should probably be a more specific policy in distribution of policies by various agencies and institutions."

> "...Policies are available but not widely distributed."

> "...I know of no case in which policy dissemination is regular and systematic."

> "...There isn't an organized method of distributing policies."

> "...This is done only on request of other agencies."

Administration

The programs of administration of a single State agency did not seem to have an undesirable effect upon other State agencies. Participants were asked to identify by agency if a program interfered with other programs. No more than thirty-five percent (35%) of the responses were identified with a single State 16 agency. This agency was the public 4-year colleges and univeristies. Narrative comments related to this discussed a few minor interferences, but it was impossible to discern any definite trends in the data.

A definition of administration must concern itself with many distinct components. In this research, administration was operationally defined

as the conduct of functions such as planning, financing, policy application and so on. Participants were asked to identify general areas of administration that needed improvement.

TABLE 161. PERCEPTION OF ADMINISTRATIVE AREAS IN STATE AGENCIES THAT NEED IMPROVEMENT.

ADMINISTRATIVE AREA	PERCENT RESPONDING
Policy-making	46
Policies	37
Finance	56
Staffing	31
Planning	54
Directing	20
Coordinating	67
Promoting	33
Communicating	72
Research Activities	37
Supporting Services	30
Buildings and Equipment	22

Inspection of the above Table indicates that improvement is desired in the areas of finance, planning, coordinating, and communicating. No other area received mention by more than one half of the sample. The problems related to communication and coordinating have previously been discussed. The importance of these two elements cannot be overemphasized in a discussion of administrative practices. Finance, of course, is always a prime concern when suggestions for improvement are solicited. Financial support of the educational programs must be at a level that will enable those programs to provide a full range of administrative services in order that agencies will be able to fulfill their obligation to the State and its citizens. Planning is an administrative area that is essential if progress is to result. Narrative comments in many sections of this research were directed toward some of the problems of planning. Many of the concernsare related, of course, to financial matters and the availability of budgeted funds. However, planning in this research is related to the overall planning of programs and program implementation that will provide a more meaningful and relevant occupational education program to the students of State 16.

Roles and Responsibilities

Changes were identified in the roles and responsibilities of educational agencies that might improve vocational education programs. Seventy-two percent (72%) of the sample expressed the opinion that there are vocational, technical, or occupational education programs which are needed and not currently available. Respondents indicated that there is some overlapping between technical schools and high schools. An additional concern appeared to be with other duplications of effort and a frequent waste of finances when several agencies (private and public) do not coordinate their activities. Concern was also expressed with the vocational schools not having equipment comparable or compatible to the type now in use. Certain skills were mentioned as being taught as they were years ago while actual practices in industry have changed.

Sixty-seven percent (67%) of the respondents stated they could identify programs that were currently inadequate. Problems of overall coordination, inadequate assessment of local needs, the absence of a State master plan and a shortage of vocational-technical subjects in some high schools were representative concerns expressed by the sample. The data also provides some evidence that duplication of programs (courses being offered in more than one place in the State) exists. Fifty-nine percent (59%) of the sample supported this statement.

THE PROCESS OF CHANGE IN EDUCATION

This section of the research was concerned with the perceptions of the sample in regard to seven kinds of activities that are characteristic of the change process in education. Participants were asked to identify those areas of the process of change that were significantly strong, weak, missing, unnecessarily duplicated or where some change was merited. An attempt was made to identify one of these descriptions associated with the change process. The sample was then asked to identify activities in the change process where change might be needed. The following Table represents the activities and percent of respondents identifying the activity as in need of change.

TABLE 162. PERCENT OF RESPONDENTS SUGGESTING CHANGE IN THE ACTIVITIES OF THE CHANGE PROCESS.

CHANGE PROCESS ACTIVITIES	CHANGE NEEDED
Setting Goals in Education	59
Identifying Problems, Esatblishing priorities	80
Conducting Research.1	48
Designing New Programs	52
Field-Testing and Evaluating Programs	59
Disseminating Information	57
Implementation of Programs	57

The activity receiving the greatest percentage response was the identification of problems and the establishment of priorities. These points have previously been discussed and they are mentioned again here to show their importance and the concern they seem to have in the minds of the State 16 sample. These two activities are especially crucial to a discussion of change since they are so basic to changing existing patterns of behavior and improving existing educational programs.

The process of change as carried out by the various State education agencies was also investigated. Agencies involved in the change process activities where change is needed according to fifty percent (50%) or more of the sample were:

(1) State Department of Education.

(2) State Vocational Division or Agency.

(3) Public Secondary Schools.

(4) Area Vocational Schools.

(5) Technical Institutes.

(6) Public 4-Year Colleges and Universities.

The data presented above in this portion of the research and the examination of the narrative comments presented by participants demonstrates the need for a comprehensive attack on the entire process of change. It appears that almost all activities in the process of change are in need of attention by many of the State agencies. Narrative comments pointed out specific items and stressed the importance of the concerted effort by State agencies to change some existing programs. It is essential, for progress to result, that a coordinated set of goals and agreed-upon philosophy for vocational education be established in State 16. These goals should be based upon a thorough and ongoing assessment. Priorities must be established and thoughtful planning initiated to meet these established priorities. As new programs are developed other related State agencies should be made aware of their possibilities and ramifications in order to avoid duplication of effort, resources and programs.

Personal Data Tabulation

Name of State: State 16

Number: 54

	Under 40	40 - 50	Over 50
Age	14	21	18

	Some High Sch.	High School G.	Some College	College Degree
Highest Education Level Completed	0	1	7	46

	No	Local	State	Other
Are you now a member of a Board of Education?	45	2	4	3

	No	Local	State	Other
Are you now a member of an Advisory Board?	36	2	11	5

Previous Work Experience:	Frequency	Mean No. Years
(1) Professional (Medicine, Dentistry, etc., do not include employment in education)	6	9.5
(2) Agriculture Production	10	9.4
(3) Manager or Proprietor	14	9.0
(4) Sales	13	6.0
(5) Office Occupations (e.g., secretarial, clerical, etc.)	9	1.9
(6) Craftsman	17	5.9
(7) Service Occupations	4	3.8
(8) Unskilled Laborer	7	1.4
(9) Military	19	3.3
(10) Housewife	1	1.0

Personal Data Tabulation (cont.):

Approximate number of years of teaching experience in;

	Frequency	Mean No. Years
(a) General Education.............	13	12.0
(b) Vocational Education.........	15	11.4
(c) Both Areas....................	11	16.5

Approximate number of years of experience in educational administration in;

	Frequency	Mean No. Years
(a) General Education.............	15	9.0
(b) Vocational Education..........	21	8.9
(c) Both Areas....................	3	0.0

	Urban Area*	Rural Area**
Where have you lived most of your life?	28	26
Where has most of your work experience been?	25	29

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* Population over 50,000
** Population under 50,000

B. Field-Testing and Refinement of the Format and Criteria in Five Selected States

This section of the report presents two classifications of findings about the field-testing of the Format and Criteria for analysis of state agencies for Vocational-Technical Education. The first classification is an overall summary of the use of the Format and Criteria for analysis purposes. The second classification concerns the actual findings in the five selected States wherein the Format and Criteria was field-tested.

1. Overall Summary of Field-Testing of the Format and Criteria

Five states participated in an in-depth study of their administrative provisions for vocational-technical education. The study focused on field-testing and refinement of a format and criteria for analysis of State education department-level provisions for administration of vocational-technical education. Not all of the five state agencies involved could be identified by the same titles, however, each had somewhat comparable responsibilities relative to vocational-technical education. The analysis was directed and coordinated by the Center for Research and Development in State Education Leadership, which is a part of the Teaching Research Division of the Oregon State System of Higher Education.

The states participating in the field-testing and refining of the Format and Criteria for analysis of state agencies for vocational-technical education were: Arkansas, Florida, Iowa, Minnesota and South Carolina.

The plan for the analysis which was conducted in each of the five cooperating states was formulated by the Center for Research and Development in State Education Leadership. The plan was formulated with assumptions such as the following in mind:

(1) Strengthening and improving the organization and administration of divisions of vocational-technical education will lead to improving the programs in these fields in the schools of a state.

(2) Staff in a division of vocational-technical education are in optimum position to identify their own strengths and weaknesses, hence there is need for systematic self-analysis.

(3) There is need to "see ourselves as others see us"; therefore competent persons from outside the Division should be brought in as a Visiting Team to react to the staff's Self-Analysis and make independent observations.

(4) An evaluation should be realistic, not defensive. It should be geared to state needs, not the desire of individual staff members.

(5) An informed and public-spirited staff is potentially the most capable and the most trusted group in a state in the development of policy and programs. To achieve this potential there must be a broad vision, many contacts and time for discussion and reflection, and willingness to boldly assume initiative.

The plan had three major parts, each of which is uniquely distinctive and essential. These were:

(1) The Self-Analysis (by the staff of the Division).

(2) The Visiting Team Reactions (to the staff Self-Analysis).

(3) The Final Report Recommendations made by the Center with excerpts from 1 and 2 above.

a. The Self-Analysis Phase of the Plan Included:

  (1) Designation of Co-Chairmen for the Self-Analysis, one designated from the Center and one from the Division.

  (2) Designation of a Steering Committee from the staff of the Division to coordinate the work of staff committees in the Self-Analysis.

  (3) The Steering Committee designated staff committees of which the following are representative:

    (1) Legal Basis.

    (2) Philosophy and Objectives.

    (3) Organizational Structure.

    (4) Policy-Formulating Functions.

    (5) Staffing.

(6) Financing.

(7) Planning.

(8) Coordinating Functions.

(9) Directing Functions.

(10) Communicating Functions.

(11) Promoting Functions.

(12) Researching Functions.

(13) Supporting Services and Facilities.

(14) Agriculture Education Program.

(15) Business Education Program.

(16) Cooperative Education Program.

(17) Disadvantaged Education Program.

(18) Distributive Education Program.

(19) Health Occupations Education Program.

(20) Home Economics Education Program.

(21) Junior High School Work Experience Program.

(22) Technical Education Programs.

(23) Trade and Industrial Education Program.

(24) Adult and Veteran Education Program.

(25) Program Services Program.

(26) Manpower Development and Training Program.

Each of these committees:

(a) Organized to perform assignments and meet the time schedule.

(b) Reviewed and carefully studied the criteria suggested for its assigned area of responsibility (note Part II of this report).

(c) Revised, added to, or deleted each criterion until it was deemed appropriate and complete for the task at hand.

(d) Discussed their appraisals for each criterion among themselves.

(e) Interacted as individual committees to achieve committee consensus.

(f) Combined all committee reports into an overall Department report.

(g) Anonymity of responses (to all aspects of the Self-Analysis) was maintained. Appraisals were identified only as staff appraisals, and not as appraisals of the Steering Committee, or of a particular staff member.

b. The Steering Committee worked closely with the Co-Chairmen in discharging mutual and respective responsibilities. The Steering Committee had, as its area of major concern, the successful conduct of the Self-Analysis phase of the Analysis. It:

(1) Advised the Co-Chairmen in discharging their responsibilities.

(2) Served as eyes, ears, and spokesmen to expedite the Self-Analysis in general.

(3) Designated Division staff to serve on the analyzing committees listed above.

(4) Kept the Division staff advised of the direction and progress of the Analysis.

(5) Conducted meetings for the purpose of achieving staff consensus, so the Self-Analysis Report would represent staff rather than merely individual committee consensus.

(6) Assisted the Co-Chairmen as needed.

c. The Visiting Team included persons such as the following:

(1) Dr. Robert M. Morgan
Professor and Head
Department of Educational Research and Testing
College of Education
Florida State University
Tallahassee, Florida

(2) Dr. Boyd Applegarth
Assistant Superintendent
Personnel, Research, and Public Information
Beaverton Schools, District No. 48
Beaverton, Oregon

(3) Dr. B. E. Childers
Director of Adult, Vocational and Library Programs
Regional Office, Department of Health, Education and Welfare
Atlanta, Georgia

(4) Dr. Glen A. Georke
Director of Academic Program Coordination
Board of Regents of Florida
Tallahassee, Florida

(5) The Honorable Jack P. Nix
State Superintendent of Schools
State Department of Education
Atlanta, Georgia

(6) Dr. John W. Struck
Director of Vocational Education
State Department of Public Instruction
Harrisburg, Pennsylvania

(7) Dr. E. E. Holt, Research Professor
Teaching Research Division
Oregon State System of Higher Education

- (a) Served as chairman of the Visiting Team and directed its activities.
- (b) Conducted many face-to-face discussions with Division staff.
- (c) Formulated individual reports.
- (d) Formalized reactions.

d. The Center for Research and Development in State Education Leadership had responsibility for designing The Plan for Analysis of the Five Divisions for Vocational-Technical and Adult Education, for orienting persons with responsibility for executing the plan, and for developing and submitting a report to each state participating in the study. In more detail, the Center:

(1) Conferred as necessary with the Associate Commissioner and other staff of the Division.

(2) Oriented Division staff in general with the various intricacies of the Plan for Analysis of the Division.

(3) Designated one of the two Co-Chairmen (Dr. E. E. Holt) for the Self-Analysis phase of the Analysis.

(4) Received the Preliminary Report of the Self-Analysis and studied it in detail.

(5) Recruited and oriented the Visiting Team.

(6) Transmitted the Preliminary Report to the Visiting Team, made certain it was studied by and discussed with the Visiting Team.

(7) Directed and coordinated the work of the Visiting Team.

(8) Coordinated the preparation of the Visiting Team's Report.

(9) Received the Visiting Team Report and studied it.

(10) Communicated significant reactions of the Visiting Team.

(11) Formulated and assumed responsibility for specific recommendations made to each state.

(12) Prepared this Final Report of the Analysis.

The Report of the Analysis of each of the Five State Agencies[1] for Vocational, Technical and/or Adult Education, State Department of Education, were divided into two parts.

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[1] Note 1. Individual state finding in the Findings and Analysis Section of this Report.

Part I consists of specific recommendations formulated and presented by the staff of the Oregon Center for Research and Development in State Education Leadership.[1] Part II of the Report consists of significant excerpts and summaries of the analysis made by committees (composed of the Division staff), and the reactions of the Visiting Team. Perceptions of strengths and weaknesses of the state agencies are reported in the following pages of this report. Supporting data for these perceptions of strengths and weaknesses is reported in the Appendix Section of this report.

2. Individual State Findings

The findings of the analysis of the State agency for vocational-technical education in each of the five cooperating states is reported in this section. Statements of strengths and weaknesses of each State agency constitute the findings. These findings are based on the perceptions of the personnel of each of the State agencies and the members of the Visiting Teams which reacted to the analysis of the agencies. The statements are organized and presented to summarize the areas of the State agencies which were analyzed. In some states, twenty-five or more areas were analyzed. Supporting data for the findings reported here are included in Appendix C of this report.

a. State A

The following statements of strengths and weaknesses of the State Division for Vocational-Technical Education summarizes the findings of the analysis of the Division. These findings are based on the perceptions of the personnel of the State agency and the members of the Visiting Team which reacted to the analysis of the Division. The statements are organized and presented to summarize the twenty-five areas of the State agency which were analyzed. Supporting data for the findings reported here are included in the Appendix Section of this Report.

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[1] These recommendations are reported in the Conclusions and Recommendations section of this Report.

A. The Legal Basis for the Division

1. Staff Perceptions of Strengths

   a. Our perception of the effectiveness of the principal strengths of the State A legal basis for the program of vocational-technical education is that flexibility exists which has made, and continues to make, it possible for the State Board to administer a program under changing conditions.

   b. There are three significant provisions of State A statutes dealing with the primary base for the vocational-technical program:

      (1) Designation of the State Board of Education as the board responsible for administering the State A program of vocational education.

      (2) Provision that the Commissioner of Education serve as executive officer of the State Board in administration of federal vocational education acts.

      (3) Authorization for the State Board to "Organize and from time to time change and alter the State Department of Education into such divisions, branches, or sections as may be found necessary and desirable..."

2. Staff Perceptions of Weaknesses

   a. School laws for State A have not been re-codified since 1931. This means that statutes in published form are out of date and difficult to use with complete clarity.

B. Philosophy and Objectives of the Division

1. Staff Perceptions of Strengths

   a. Leadership and coordination.

2. Staff Perceptions of Weaknesses

   a. Lack of philosophy and objectives.

C. The Organizational Structure of the Division

1. Staff Perceptions of Strengths

   a. The organizational pattern of the Agency is simple, flexible and adaptable to existing and developing needs.

   b. The Agency staff and its competencies are used to best advantage in rendering professional services.

   c. The administrative officers of the Agency are adequately involved in policy decision.

   d. The potential effect upon various facets of education is considered before policy recommendations are made.

   e. The Administration has sufficient autonomy to carry out the objectives of the Agency within the framework of established policies.

   f. The number of persons reporting to each supervisor is small enough to permit the development of satisfying working relationships within the Agency.

   g. There is readily available a formal organizational chart which clearly defines the duties, responsibilities and working relationships within the Agency.

   h. In exercising the responsibilities assigned him, each individual regularly reports to and receives direction from a single, clearly-identified colleague.

   i. Sufficient authority is delegated to staff members to permit them to carry out their assigned responsibilities.

   j. Effort is made to keep the responsibilities assigned to any one individual as homogeneous as possible.

   k. Major responsibilities of the Agency are identified and accounted for in the organizational chart.

2. Staff Perceptions of Weaknesses

   a. The number of professional staff (actually employed) is not adequate to carry out the objectives of the Agency.

   b. The Agency is weak in coordinating its activities with other State agencies and with federal agencies concerned with education because of limited staffing.

c. The organizational pattern of the Agency is not conducive to effective coordination among staff members in program development and operation in areas of joint responsibility.

d. The Agency has no person whose chief responsibility is program development and curriculum development.

D. The Policy-Formulating Function of the Division

1. Staff Perceptions of Strengths

a. A statement in the Policies Booklet states that the State Board of Education understands that its function is policy-making rather than administrative.

b. Working relationships between State Board and Agency administration and staff are excellent.

c. Policies allow a flexibility for variating circumstances in implementing programs.

2. Staff Perceptions of Weaknesses

a. The Committee seemed to think the staff was not given an opportunity to participate in initiating, developing, and reviewing policy to a very great extent.

b. Staff is not aware of policy until printed and passed out in booklet form.

E. Staffing of the Division

1. Staff Perceptions of Strengths

a. Competent staff members who demonstrate ability, flexibility, and progressive thinking.

b. Low turnover of agency personnel and staff provides continuity of leadership for vocational-technical programs.

2. Staff Perceptions of Weaknesses

a. Insufficient number of staff members to adequately initiate, develop, and supervise new programs and provide better supervision for those already established.

b. Insufficient number of clerical services personnel to assist in the preparation and dissemination of needed information to improve educational programs.

c. Insufficient funding available to provide higher salary schedules which would attract qualified personnel and compensate the present staff with salary increments.

F. Financing of the Division

1. Staff Perceptions of Strengths

    a. Flexibility within the services.

    b. Experienced personnel in the department.

    c. State fiscal policies do not permit committing beyond your means.

    d. Adequate and correct audits.

2. Staff Perceptions of Weaknesses

    a. The lag in receipt of final approval and funding of federal grants.

G. Planning Functions of the Division

1. Staff Perceptions of Strengths

    a. Organizational chart showing the staffing pattern.

    b. The weekly review of agency operating policies to adjust to changing conditions.

    c. The development of State guides for instructional areas.

    d. The availability of State-level personnel to suggest, implement, promote, and assist local schools and communities in evaluation, etc.

    e. Agencies are using consultants in developing the program and curriculums.

    f. Agency is in the process of developing the program for the disadvantaged and drop-outs.

2. Staff Perceptions of Weaknesses

    a. Lack of written plans for meeting the vocational-technical needs of the State.

    b. Lack of research work to point out some of the changes and needs of the State.

c. Not enough emphasis placed on long-range plans on the local level.

d. Lack of a long-range program for professional instructional development and fiscal support.

H. Coordinating Functions of the Division

1. Staff Perceptions of Strengths

   a. Mutual respect, understanding and working relationship between agency and other educational programs and other agencies.

2. Staff Perceptions of Weaknesses

   a. Lack of cooperative efforts by staff in developing, promoting, and implementing an expanded and improved program of occupational information and guidance services.

   b. Joint program efforts are limited because of lack of personnel.

I. Directing Functions of the Division

1. Staff Perceptions of Strengths

   a. Harmonious relationship of members of agency in carrying out the total program of vocational-technical education.

   b. The organizational pattern of the agency is conducive to carrying out an effective program of vocational-technical education.

   c. Even though limited in size, the staff of the agency provides excellent leadership in administering the vocational-technical education program.

2. Staff Perceptions of Weaknesses

   a. Limited size of staff makes it impossible to work as effectively as desired in promoting, conducting, and evaluating pilot programs and in giving assistance at the local level.

   b. Limited housing hampers work of staff.

J. Communicating Functions of the Division

1. Staff Perceptions of Strengths

   a. Procedure for keeping local school districts informed of new policies and/or changes in the Vocational-Technical Education Program.

   b. Plans for keeping the executive and legislative branches of the State government informed as to objectives, accomplishments, and needs of Vocational-Technical Education.

   c. Composition, use, and recognition of the work of the Advisory Committee.

2. Staff Perceptions of Weaknesses

   a. Keeping abreast of education news throughout the State.

   b. Keeping special groups, including professional education organizations, informed through the public relations program.

   c. Preparation of reports of the program and activities. and news releases for the general public.

   d. Lack of communications between services within the Vocational-Technical Education Division.

K. Promoting Functions of the Division

1. Staff Perceptions of Strengths

   a. The use of lay citizens in advisory capacities in development of vocational programs.

   b. The recognition of the importance of area programs since training and employment needs have been brought closer together through area schools.

2. Staff Perceptions of Weaknesses

   a. A vacancy for a Public Information Officer has not been filled.

   b. Lack of current library of educational materials, research reports, etc.

L. Researching Functions of the Division

1. Staff Perceptions of Strengths

   a. The Agency has effectively utilized the R. C. U. as a consultant on research and related matters.

   b. The Agency has contracted and cooperated with others in efforts to obtain needed program planning information.

c. The Agency has made use of data from other agencies and organizations when available.

d. The Agency is cognizant of its weaknesses with regard to research.

2. Staff Perceptions of Weaknesses

a. There is a climate of minimum interest in and knowledge of research procedures except for a very few individuals. Due to limited funds and priority being given to supervisory staffing and needs, research has been largely excluded.

b. Lack of research personnel has resulted in the following:
   (1) No planned and systematic research program.
   (2) Data collected is not being analyzed.
   (3) No single depository for research materials.
   (4) No coordination or dissemination of research information exists within the Agency.
   (5) No research advisory committee.

M. Supporting Services and Facilities of the Division

1. Staff Perceptions of Strengths

a. A sufficient amount of supplies and resource materials.

b. An effective communications system.

c. Quality and adequate amount of production equipment.

d. A prompt mailing service.

e. Effective uses are made of outside sources for supporting services such as printing.

2. Staff Perceptions of Weaknesses

a. Inadequate housing facilities to provide for large and small group conferences and to locate time-saving equipment.

b. Inadequate office space to provide for a desirable working climate, effective staff grouping, and arrangement of resource materials conducive to maximum use.

c. A lack of professional and supporting staff in the graphic arts and in the statistical field.

N. The Agriculture Program

1. Staff Perceptions of Strengths

    a. The tenure is sufficient to maintain staff efficiency.

    b. Good working relationships and communication among the staff members.

    c. The inservice training program for teachers.

2. Staff Perceptions of Weaknesses

    a. Inservice training for administration.

    b. Research program.

    c. Better housing is needed for the staff.

O. The Distributive Education Program

1. Staff Perceptions of Strengths

    a. Enthusiasm of staff.

    b. Dedication of staff.

    c. Open-mindedness of staff.

    d. Democratic procedures of Agency with all programs.

2. Staff Perceptions of Weaknesses

    a. Lack of definite specific language goals with definite plans to meet them.

    b. Inadequate (numbers) staffing to do an effective job of promoting, improving existing programs, and developing new programs in this field for all levels of abilities, and all levels of training.

P. Business and Office Education Program

1. Staff Perceptions of Strengths

    a. The staff is given freedom in formulation of programs.

    b. Staff responsibilities are clearly outlined.

c. The staff has no fear of tenure to maintain efficiency.

d. With the help of committees, the staff has been able to promote, conduct, and evaluate local programs; but there is no specific and adequate provision for periodic evaluation of Agency program.

2. Staff Perceptions of Weaknesses

   a. There is specific and adequate provision for periodic evaluation of the program, but cannot be made because of lack of staff.

   b. Present staff is adequate to properly supervise and help program.

   c. Staff offices are too crowded for effective functioning.

   d. Staff is not familiar with a statement of philosophy and objectives of the program.

Q. Health Occupations Education Program

1. Staff Perceptions of Strengths

   a. The ability of the staff members to communicate within the organizational structure.

   b. The flexibility of the organizational pattern to permit development of educational programs to help meet existing needs.

   c. The mutual respect and good working relationships among personnel of the different programs offered in Health Occupations Education.

2. Staff Perceptions of Weaknesses

   a. Lack of funds to provide for establishment of new programs to meet existing needs and employment of additional supervisory staff to meet objectives.

   b. Due to the insufficient number of clerical staff members, planned schedules for communicating with instructional personnel is limited.

R. Home Economics Program

1. Staff Perceptions of Strengths

   a. Staff perceives its major role to be one of providing leadership.

   b. Organizational pattern of the program is flexible and adaptable to needs.

- c. Carefully-planned inservice programs for teachers.
- d. Program is evaluated continuously and changes made in light of findings.
- e. Good staff relationships in planning and implementing program.
- f. Staff is impartial and consistent in the application of policies and regulations.

2. Staff Perceptions of Weaknesses
    - a. Both professional and clerical staff are inadequate for achieving goals of the program effectively.
    - b. Inadequate housing for effective functioning.
    - c. Insufficient personnel for carrying out research and developing curriculum materials.
    - d. Insufficient funds for approving new programs in local schools and implementing total program.

S. Area Vocational-Technical Schools Program

1. Staff Perceptions of Strengths
    - a. Organization structure.
    - b. Goals and objectives.
2. Staff Perceptions of Weaknesses
    - a. Lack of personnel.
    - b. Lack of space.
    - c. Lack of research.
    - d. Lack of coordinated program for developing curriculum materials.

T. Approval Agency for Veterans

1. Staff Perceptions of Strengths
    - a. Small staff, which permits free exchange of information on face-to-face basis. Funds are adequate and are based on work load.

b. Excellent working relationship with Veterans Administration.

2. Staff Perceptions of Weaknesses

   a. Program operations controlled by contract with Veterans Administration. Long-range planning hampered by annual renewal of contract.

   b. Informing institutions and business firms of the program. The advantages to firm and veterans when firm's facilities are approved for training under the "GI Bill".

U. Civil Defense Education Program

1. Staff Perceptions of Strengths

   a. Communications within the office and communications within the local School System and assistance from other education personnel, assists by the Commissioner of Education.

2. Staff Perceptions of Weaknesses

   a. The lack of communication with the general public of the interest of the program in its entirety.

V. Adult Basic Education Program

1. Staff Perceptions of Strengths

   a. The aid the staff members render to local programs. The staff is available and ready to work in giving aid in counseling, evaluation, recruitment and any other problem that might arise.

   b. The staff has every opportunity to grow professionally and we are taking advantage of this.

   c. We are linked to a number of agencies helping them in their programs that are related to adult basic education.

2. Staff Perceptions of Weaknesses

   a. We feel our staff is overused in trying to meet the demands. We could use more personnel. Research from our department shows the lack of personnel to do research.

   b. We need library and educational materials to aid in research and program planning.

W. Trade and Industrial Education Program

1. Staff Perceptions of Strengths

    a. The flexibility of the staff and the close coordination between the services in the Division.

2. Staff Perceptions of Weaknesses

    a. The small staff and the crowded housing for the service.

X. Area Redevelopment and Manpower Training Program

1. Staff Perceptions of Strengths

    a. The working relationships and communications within the staff are very good.

    b. Very good use of local Advisory Committees is made.

    c. The agency provides and conducts training according to the needs and means available.

    d. The fiscal control of project funds is very good and the unused funds of such projects are deobligated soon after completion of projects.

    e. The fiscal management is audited regularly by both federal and State auditors.

2. Staff Perceptions of Weaknesses

    a. The salary schedule is too low for obtaining qualified personnel instructors.

    b. The nature of the program is such that long-range planning cannot be definitely planned.

    c. Due to the fact that the program has been funded on a project basis, it is very difficult to retain qualified instructors.

    d. Due to the above facts, adequate teacher training is most difficult.

Y. Vocational Standards for Private Schools

1. Staff Perceptions of Strengths

a. Objectives of the Private School and Solicitor Licensing Program provide protection against fraud and deception and assurance of sound training in licensed schools.

b. Private schools reap benefits of continual educational improvements in which the schools have direct voice in recommending and developing standards for State Board of Education approval.

2. Staff Perceptions of Weaknesses

a. Inadequately staffed--staff calculated in 1965 on basis of anticipated 45 schools and 60 solicitors as maximum work load in 1965-66, however, within 3-1/2 years the work load has increased to 135 schools and 315 solicitors licensed per year . . . . more than 300% increase in activities, but with no increase in personnel.

b. State B

The following statements of strengths and weaknesses of the State Division for Vocational-Technical Education summarize the findings of the analysis of the Division. These findings are based on the perceptions of the personnel of the State agency and the members of the Visiting Team which reacted to the analysis of the Division. The statements are organized and presented to summarize the twenty-five areas of the State agency which were analyzed. Supporting data for the findings reported here is included in the Appendix Section of this Report.

A. The Legal Basis for the Division

1. Division Staff Perceptions of Strengths
    - a. There is a single board responsible for the Statewide program of Vocational, Technical and Adult Education.
    - b. The State Board for Vocational Education and the State Board of Education have the same membership (The State Cabinet).
    - c. The Division of Vocational, Technical and Adult Education is an integral part of the organization of the State Department of Education, having equal status with other divisions and being responsible to the State Commissioner of Education.
    - d. At the local level, the major portion of schools offering Vocational, Technical and Adult Education, are under a single, local administrative board.
    - e. The State is organized on the basis of 67 school districts, each district representing a county.
    - f. Vocational, Technical and Adult Education programs are funded through the Minimum Foundation Program units on the same basis as other education programs.
2. Division Staff Perceptions of Weaknesses and Needs
    - a. The relationship of the State Junior College Board to the State Board for Vocational Education is not clearly defined in present State statutes.
    - b. In some instances there is a lack of coordination and planning between the two local-level administrative boards, the Junior College Board of Trustees and District School Board, which have responsibility for operating programs of Vocational, Technical and Adult Education.

B. Philosophy and Objectives

1. Division Staff Perceptions of Strengths
    - a. Willingness of staff members to accept the statements as guidelines to the development of operational goals.

2. Division Staff Perceptions of Weaknesses and Needs

   a. No formally stated procedures for periodic reviews as a basis for revision.

   b. Social issues have not been dealt with specifically in statements of philosophy and objectives.

   c. No specific statements made concerning relationships of VTAE Division to private institutions or agencies.

C. The Organizational Structure

1. Division Staff Perceptions of Strengths

   a. The integrity of the vocational services has been maintained through the Section Organization. Initial coordinates to provide for total program development have been established at Division and area levels.

   b. A planning section has been established to coordinate relationships of the Division within the Department and with other State agencies.

   c. Organizational structure clearly reflects the responsibility and working relationships of staff.

   d. Organizational structure provides freedom for staff members to discharge assigned responsibility.

   e. Organizational structure provides freedom of operation in implementing program development.

   f. Organizational structure permits freedom for working relationships with other State and professional agencies.

   g. Organizational structure permits communication between staff and administrators.

   h. Organizational structure provides for total staff participation in program planning.

   i. Organizational structure reflects a balanced division of labor within sectional responsibilities.

2. Division Staff Perceptions of Weaknesses and Needs

   a. Lack of communication between the Assistant Commissioner, State Coordinating Committee and the five area committees is indicated.

b. The Agency is in a transitional period; therefore, all sections do not follow a consistent pattern in performing broad functions of the Division.

c. There is a lack of understanding and acceptance of the organizational structure and assigned responsibilities of various sections by some staff members.

d. Organizational structure does not provide for horizontal planning by instructional levels.

e. Organizational structure does not provide adequately for all services expected by public schools and community groups.

f. Organizational structure does not provide adequately for all services needed by Division staff, i.e., information collection and retrieval. A programmer is needed.

D. Policy Formulating Functions

1. Division Staff Perceptions of Strengths

a. The Agency exercises a leadership role in policy formulation and relies upon local personnel to develop the details of local program operation.

b. Extensive use of formalized advisory committees and ad hoc commmittees are valuable vehicles for securing lay involvement.

c. Agency policies allow for considerable flexibility in the organization and administration of local programs.

d. The relationship of the Assistant Commissioner for Vocational, Technical and Adult Education to the State Commissioner of Education and the State Board for Vocational Education is clearly delineated and understood.

e. Communications channels between the State Commissioner and the Assistant Commissioner are clear.

f. The Council of Assistant Commissioners is a valuable mechanism for exploring broader implications of policy.

2. Division Staff Perceptions of Weaknesses and Needs

a. All staff members do not feel that they are sufficiently consulted nor adequately involved in policy formulation which affects them directly.

b. There is sometimes a substantial time lag between the formulation of policy or a policy change and the distribution and communication of such modification.

c. There is an area of ambiguity in the functional responsibilities of Divisional personnel with regard to junior college programs because of ambiguity in the functional relationship of the State Board for Vocational Education to the State Junior College Board.

d. Policies governing programs of other SDE divisions and other State agencies for disadvantaged persons which are directly related to Divisional programs are sometimes developed outside the context of and without reference to Divisional policies.

E. Staffing of the Division

1. Division Staff Perceptions of Strengths

a. Staff are carefully selected.

b. There is good rapport among the staff.

c. There are opportunities for promoting within the VTAE Division.

d. Overall, the staff is highly competent to accomplish assigned responsibilities.

e. There is ample opportunity for professional growth.

f. There are excellent working relationships among members of various sections.

2. Division Staff Perceptions of Weaknesses and Needs

a. The differential is too great between State Department of Education salary schedules and those of local educational agencies, universities, and business and industry salary schedules.

b. The low salary schedule is a major factor contributing to the number of unfilled secretarial and professional staff positions. It also contributes to the excessive turnover rate of secretarial and professional personnel.

c. Orientation of new staff is not sufficiently emphasized by all sections of the Division.

d. Often qualified personnel are not aware of unfilled staff positions within the VTAE Division.

e. There is no planned and systematic program for staff development.

F. Financing

1. Division Staff Perceptions of Strengths

   a. All Assistant Commissioners are required to prepare and submit their agency budget to the State Commissioner of Education.

   b. Availability of funds to the Division for the use for which appropriated.

   c. Authority to recommend the allocation of funds to counties.

2. Division Staff Perceptions of Weaknesses and Needs

   a. Lack of dependable information regarding budget balances.

   b. Inadequate communication between State and local level personnel regarding funding policies.

   c. The limited extent to which budgets are developed on a planned program basis.

G. Planning

1. Division Staff Perceptions of Strengths

   a. Good working relationship of Division staff with county school system personnel in the development and improvement of Vocational, Technical, and Adult Education.

   b. The strong emphasis and promotion of the summer workshop program for curriculum development and local professional staff improvement.

   c. The development and implementation of county planning guides for occupational programs. This has brought about involvement of local teachers, supervisory personnel, and lay persons in the short-range planning effort.

   d. The Agency's good working relationship with other agencies in a cooperative planning effort to meet the occupational needs of citizens and industry. (i.e., federal and State prison programs, the new industry services group, MDTA, FSES, professional health agencies).

e. The development, by the Agency staff, of a statement of beliefs and objectives which provide action guidelines.

f. The sincere effort of the Agency to improve the area of short and long-range planning during the past year.

2. Division Staff Perceptions of Weaknesses and Needs

   a. The lack of staff information concerning long and short-range goals and plans. The committee members, at their level of participation in planning, are not aware of long-range planning for the next 5 to 10 years. The Division is in the process of establishing a planning section to coordinate Division planning.

   b. Staff participation in Statewide planning, which involves leadership of all members, is often not solicited. Policy statements are often released to the public before they are received by the staff. Providing "leadership" under these conditions is, at times, difficult.

   c. Staff development programs have not been implemented.

   d. The Teacher Education Programs.

   e. Lack of authority (however small) to authorize and evaluate occupational programs other than those requiring apprenticeship and/or licensure. This permits planning in reverse.

   f. Lack of continuous and reliable communication needed to improve and assure State/county understanding. Many instructions, no longer in effect, are not canceled. Public relations program of the Agency is weak.

   g. The State Advisory Committee appears to be called for a meeting spasmodically. They should meet on a regular, planned schedule to receive program of briefing and up-dating, and utilized to assure proper Agency program content, and general industry/public understanding.

   h. The Adult and Veteran Education staff is not represented in planning the supportive related educational requirements of the various occupational programs of instruction. Every section of the Agency should consider the services of the Adult and Veteran section in developing programs related to, requiring, or involving Adult Basic Education.

   i. The State Plan for the Improvement of Vocational, Technical and related Educational Services does not permit rapid program development under new legislation.

j. The Agency is not providing leadership in developing and implementing guidelines which will assist urban and small rural counties to reach the school dropout, the disadvantaged youth and adult who might need one or several of the available occupational and basic education programs. Some are reached but not in sufficient numbers.

k. There is not effective organizational pattern or structure whereby two or more sections may cooperatively plan interdisciplinary programs which may better meet the needs of the students.

H. Coordinating Functions of the Division

1. Division Staff Perceptions of Strengths

    a. Division leadership is concerned with horizontal and vertical coordination.

    b. Staff members have a cooperative attitude.

    c. The State coordinating committee meets regularly.

    d. The State is divided into five supervisory areas.

2. Division Staff Perceptions of Weaknesses and Needs

    a. A need to improve coordination between personnel of the various sections of this Division and the guidance section of the Division of Curriculum and Instruction.

    b. A need to improve coordination between this Division and vocational, technical, and adult teacher education institutions.

    c. A need to improve coordinative activities at the local school level.

I. Directing Functions

1. Division Staff Perceptions of Strengths

    a. The staff is competent, dedicated and exceptionally able to assess and understand local programs.

    b. The staff recognizes its primary function to provide leadership in establishing effective learning situations at all educational levels.

c. Decision-making authority has been delegated to the staff.

d. Staff priority is given to field-work. Urgent requests for services receive immediate attention.

2. Division Staff Perceptions of Weaknesses and Needs

a. Staff limitations (in number) and increasing home office responsibilities curtail instructional improvement activities.

b. Data gathering, and availability of data to support planning are inadequate.

c. The staff activity is based on expediency rather than a planned program. Longer lead time is needed for certain activities and assignments.

d. Inservice opportunities for the staff to gain new knowledge, professional enrichment, stimulation, and inspiration are limited, particularly at the regional and national level.

e. Cooperation and communication with Curriculum and Instruction and Junior College personnel is limited at both State and local levels.

J. Communicating Functions

1. Division Staff Perceptions of Strengths

a. There is a State Board Advisory Council for Vocational and Technical Education comprised of lay citizens and educators.

b. There are advisory committees, comprised of lay citizens, for the various programs within each Program Section of the Division.

c. The Division director is accorded the same status enjoyed by all other Division directors within the Department, that of Assistant Commissioner of Education.

d. Professional staff members participate, without fear of recrimination, in open and frank Division and Program Section meetings.

2. Division Staff Perceptions of Weaknesses and Needs

a. There is little or no inter-section exchange of information on local programs.

b. Survey committee assignments too often are not made far enough in advance to permit members to adequately prepare themselves.

c. Materials for surveys and evaluations are sometimes sent to Area Committee representatives by third-class mail.

d. There is limited personal contact between Division staff members and those in the field.

e. There is no intra-division newsletter or bulletin.

f. The Division does not have an established public relations program nor does it have an information services staff.

g. Staff Memoranda and policy notices sent to local school officials often are received after the effective dates.

h. The Division does not subscribe to a news-oriented clipping service.

i. The Division does not have a regular, planned program of communication between the legislative and executive branches of State government.

j. All Program Sections within the Division do not have active, standing Statewide advisory committees.

k. The service of abstracting and disseminating pertinent information from federal and State agencies to local education agencies and other appropriate groups is limited because of the workload of the Division's staff.

l. The Division has no provisions nor procedures for the distribution of its prepared program and activity reports to the general public.

K. Promoting Functions of the Division

1. Division Staff Perceptions of Strengths

a. Individual staff members recognize the crucial need for, and the value of, public information materials.

b. Although significant limiting factors are present in the mechanics of production, many materials are being designed and distributed as projects by the sections of the Agency.

c. The present staff evidence potential talents to promote the program of Vocational, Technical and Adult Education through personal contacts as well as through prepared materials.

2. Division Staff Perceptions of Weaknesses and Needs

a. The present graphic arts department is insufficiently staffed to produce program materials.

b. There is insufficient autonomy for some staff members to serve the program to the optimum.

c. "Red tape" is so thick in some situations involving Statewide planning that the desire to promote such activities decreases.

d. Creative efforts are sometimes stifled due to procedures and policies.

e. The channels for producing, funding and distributing public information are defined but do not always function as expeditiously as is desirable.

f. Staff members necessarily spend time in regulatory activities at the expense of leadership responsibilities.

g. No staff member in the Agency has been specifically designated to assume promotion responsibilities and to share in decision-making regarding promotion at the highest administrative levels.

L. Researching Functions of the Division

1. Division Staff Perceptions of Strengths

a. The researching function of the Agency is considered of great importance to sound planning and development and is assigned high priority. Evident throughout the Agency is an atmosphere which encourages experimentation, innovation, field testing, assessment, evaluation and a willingness for personnel to implement change when evaluation clearly dictates a need.

b. There are clearly-established policies for the implementation of the researching function.

c. Experimental and innovative research projects, surveys of program effectiveness and surveys of facility needs are considered important activities of the researching function.

d. The Research Coordinating Unit Council, composed of staff personnel representing the Research Coordinating Unit for Vocational Education and the occupational and adult sections, is an established organization and functions effectively.

e. The established relationship between the ERIC system and the Research Coordinating Unit provides for greater dissemination of research and instructional information.

f. Assistance to local school personnel conducting research is available through the Research Coordinating Unit for Vocational Education.

2. Division Staff Perceptions of Weaknesses and Needs

a. Membership of the Advisory Committee should include a wider representation of people involved in vocational education research.

b. A need exists for more personnel to implement the objectives of the researching function.

c. A need exists for more monies to conduct vocational research activities in the State.

d. A strengthened commitment to the research and development process among local school personnel needs to be encouraged.

M. Supporting Services and Facilities of the Division

1. Division Staff Perceptions of Strengths

a. Administrative concern and continuous effort in providing facilities and equipment under adverse conditions is a strength of the Division.

2. Division Staff Perceptions of Weaknesses and Needs

a. Lack of space.

b. Excessive dispersement of Division members.

c. Limited degree of flexibility provided for the arrangement and rearrangement of space.

d. Lack of certain items of equipment such as xerox machines and other duplicating machines.

e. Extensive delay of services provided, i.e., graphic arts service, duplicating, printing and data process.

f. Lack of adequate telephone service.

N. The Agriculture Education Program

1. Division Staff Perceptions of Strengths

   a. Excellent characteristics of the Agriculture Education staff:

      (1) Dedicated to the philosophy, ideals and objectives of vocational education.

      (2) Considers its primary leadership function to be service to program participants--teachers and students.

      (3) Uses the cooperative approach and total staff involvement in policy formulation, program planning, supervision and evaluation.

      (4) Has excellent and harmonious intra-staff professional and personal relationships.

   b. The joint staff of Agriculture Education in State B, composed of the State Supervisory staff and Teacher Education staffs at the universities, works as a single coordinated unit in the development and implementation of program philosophies, goals, objectives and guidelines.

   c. The Agriculture Education staff has excellent working relationships with local administrators, teachers and student groups in conducting, reporting and evaluating local programs in Agriculture Education.

   d. Agriculture Education programs are being re-oriented to meet the needs of the modern agricultural industry as a direct result of working relationships with advisory committees and lay groups within the State agricultural industry.

   e. The association "Future Farmers of America" has developed aggressive leadership throughout the State as evidenced by the impact of former members in service to government, industry and civic organizations.

2. Division Staff Perceptions of Weaknesses and Needs

   a. The Agriculture Education staff is inadequate in numbers to fully implement the leadership function of the section.

   b. Written flexible standards for the total agricultural education program are inadequate.

c. Funding policies at the Division level fail to provide the means for long-range planning for facilities and equipment for on-going secondary programs.

d. The Agriculture Education staff is not sufficiently oriented to the utilization of basic research data.

O. The Business Education Program

1. Division Staff Perceptions of Strengths

   a. Competency, creativity, initiative and professionalism of the staff.

   b. Implementation of the area concept.

   c. Extent of services provided to counties by a limited staff.

   d. Youth activities have been greatly strengthened by State Department sponsorship.

   e. Updating existing guides and development of additional guides and materials.

   f. Flexibility in promoting and developing innovative approaches in business education.

2. Division Staff Perceptions of Weaknesses and Needs

   a. Limited staff to perform multitudinous responsibilities in areas far too broad to reflect quality and proficiency.

   b. Structure of per diem. (procedure and time element involved)

   c. The organization of the program does not permit total utilization of individual expertise.

   d. Relatively few are permitted autonomous exercise resulting in low morale, lack of esprit de corps, and diminishing individual effort.

   e. Ineffective communication.

   f. There is no formal written statement of individual job responsibilities for all staff.

   g. Salary structure and possibility for upward mobility should be commensurate with professional qualifications for the job.

h. Teacher educators do not have sufficient funds necessary to permit attendance at all staff meetings and there is a resulting breakdown in communications, philosophy, and action.

P. The Cooperative Education Program

1. Division Staff Perceptions of Strengths

a. Outstanding program that has adequate flexibility to meet the needs of a large number of students. Proven due to much implementation of other programs with little variation.

b. A strong co-curricular club program with a good reputation.

c. Old (since 1932) and established program Statewide and well-known and respected by business community who participate fully.

d. Many coordinators move into supervisory and administrative positions as a result of their cooperative experience in this program.

e. Leadership shown by staff in program and curriculum development.

2. Division Staff Perceptions of Weaknesses and Needs

a. Loss of identity in section name along with elimination of certification.

b. Lack of a teacher-trainer which results in a lack of qualified coordinators.

c. Indecision as to where DCT fits into the total picture.

d. The reporting of enrollments, probably due to U.S. Office report forms, in other areas rather than confining all DCT enrollees as such.

e. Units are not earmarked, thus some funds never reach the coordinators.

f. Lack of a Statewide Advisory committee.

g. Lack of materials to provide programs.

h. Section staff has no role in preparation of Section budget.

i. Poor communications.

Q. The Disadvantaged Education Program

1. Division Staff Perceptions of Strengths

   a. The enthusiasm of the staff toward their respective program responsibilities.

   b. Improved funding, federal and State.

   c. Good working relationships of staff at State and local levels.

   d. The staff has been effective in stimulating program growth.

   e. Staff involvement in committee or council activities and involvement with other State agencies.

   f. Open lines of communications between staff members and respective section directors.

   g. Are involved in policy formulation.

2. Division Staff Perceptions of Weaknesses and Needs

   a. Time limitations inherent with personnel shortages.

   b. Job titles not descriptive of work assignment.

   c. Secretarial assistance is limited or unavailable.

   d. Staff directs efforts toward matters of expediency rather than with long-range plans or goals.

   e. Working relationships with the Division of Curriculum and Instruction is limited.

   f. Insufficient data and educational materials.

   g. Insufficient salaries to attract and hold personnel.

R. Distributive Education Program

1. Division Staff Perceptions of Strengths

   a. State Distributive Education staff perceives their role as one of leadership and share a common interest and concern in the development of a strong effective Statewide program.

   b. Strong, actively interested, representative State Distributive Education Advisory Committee.

c. Desire of county administrative and supervisory personnel for assistance and leadership from the State staff.

2. Division Staff Perceptions of Weaknesses and Needs

   a. Organizational structure not conducive for effective leadership.

   b. Size of staff totally inadequate for job that needs to be done.

   c. Salary not commensurate with duties and responsibilities especially when compared with salaries of county personnel.

   d. Lack of concrete program for long-range planning, research, and evaluation.

S. Health Occupations Education Program

1. Division Staff Perceptions of Strengths

   a. The various strengths which have been identified are traceable to the professional posture which is practiced and encouraged by the administrative head of the program (section). This climate supports the first statement of the philosophy of VTAE--a belief in "the worth and dignity of the individual..."

2. Division Staff Perceptions of Weaknesses and Needs

   a. The thrust of the program to adequately meet societal demands can be impeded by some aspects of the administrative structure which create a restrictive situation(s).

   b. The program is presently under-staffed and many times is unable to sufficiently promote, guide, develop and evaluate desired efforts to meet the vital needs for Health Occupations Education in the State.

T. Home Economics Education Program

1. Division Staff Perceptions of Strengths

   a. The professional staff is capable and dedicated and is composed of persons with diversity of training and experiences.

   b. State staff, when requested, endeavor to assist county units to provide specific services.

   c. An annual conference for all vocational and non-vocational teachers is sponsored by the State staff for the purpose of presenting up-to-date program information.

d. Program potential is great enough to inspire enthusiasm.

e. The clerical staff is cooperative, loyal, and efficient.

f. The five-area concept for supervision provides opportunities for extended services.

g. The staff is firm in its belief in Home Economics and in its value to youth and adults.

h. There is consistent adherence to established procedures and policies.

i. Continuity of staff gives stability to the program.

2. Division Staff Perceptions of Weaknesses and Needs

   a. The priority of services provided is influenced by the limited number of professional staff members more than the complexities of the needs of the program.

   b. The Public Relations aspect of the program is neglected.

   c. There exist deficiencies in Home Economics Program services to meet pressing needs of various groups.

   d. Poor communication exists among staff members.

   e. Lack of planning together as a staff is evident.

   f. There is a failure to continually evaluate and revise the program.

   g. The number of staff is inadequate for clerical and professional tasks.

   h. Loose organizational structure allows inconsistent and contradictory ways of working: Staff member to staff member and staff to county.

   i. There is no overall advisory committee to identify, support, and promote the program.

   j. There is inadequate financing for the program demands.

   k. Administrative functions are excessive of identified time.

   l. Inadequate data gathering makes it difficult to provide other agencies with proper information.

m. There is inadequate space available for professional home economics materials.

n. Staff members have inadequate budget information.

o. Salary schedule is low in comparison with county salary schedules.

p. There is slowness in implementing the newer concepts in education as related to home economics.

q. There is a lack of opportunity to reach more individual teachers.

r. Frequent turn-over in clerical employees presents numerous problems.

s. There is a lack of articulation between various aspects of the program.

t. There is a lack of cooperatively defined short-range and long-range goals and plans for implementation.

u. Too much time is spent on minutiae.

v. Ineffective use is made of staff conference time.

w. There is insufficient preservice and inservice education to meet the needs of home economics programs.

U. Junior High School Work Experience Program

1. Division Staff Perceptions of Strengths

    a. There are statements of philosophies and objectives in keeping with expressed and proven needs.

    b. The staff provides leadership to a program that has flexibility to meet student needs.

    c. State funding has been provided to meet county requests for the program.

    d. Some provisions are made for staff development.

2. Division Staff Perceptions of Weaknesses and Needs

    a. Lack of a Statewide advisory committee (This has been requested and is presently under consideration).

    b. No person identified, by title, at State level to provide leadership for the program.

c. Lack of funds to hire additional personnel.

d. Lack of funds to attract the best qualified-personnel.

V. Technical Education Program

1. Division Staff Perceptions of Strengths

    a. The Section has a good working relationship with other Sections of the Agency and with other Divisions of the State Department of Education.

    b. The Section enjoys a good relationship with local program administrators.

    c. The Section has an effective organizational structure that adequately defines appropriate operating procedures for the staff.

    d. The Section personnel are competent and do work in harmony to further the objectives of the Agency.

    e. The leadership provided by the Section Director creates an atmosphere of professionalism that enables the staff to function effectively.

2. Division Staff Perceptions of Weaknesses and Needs

    a. The inservice technical teacher education program is insufficient to meet the needs of instructors in the State.

    b. Insufficient public information services and student recruitment activities are conducted at the Section or Agency level.

    c. There is a need for a Section resource library.

    d. There is a lack of planned inservice training activities for the Section staff.

    e. Available Agency research is not adequately utilized in Section program planning.

    f. There is a need for some Section regulation and evaluation of local technical education programs.

    g. Section staff and clerical vacancies exist because of Agency non-competitive salary schedule.

W. Trade and Industrial Education Program

1. Division Staff Perceptions of Strengths
   - a. Sectional organization.
   - b. Staff members' access to Director.
   - c. Job satisfaction high.
   - d. Staff rapport.
   - e. Staff freedom of operation.
2. Division Staff Perceptions of Weaknesses and Needs
   - a. Salary restrictive and non-competitive.
   - b. Staff work overload.
   - c. Telephone system.
   - d. Secretarial shortage.
   - e. Housing space limitation.

X. Adult and Veteran Education Program

1. Division Staff Perceptions of Strengths
   - a. Organizational program pattern and procedures permit, and are conducive to, satisfying work relationships.
   - b. Staff housing facilities adequate to achieve program objectives.
   - c. Professional staff competency, staff selection, and staff professional attitudes.
   - d. State support for financing adult programs.
   - e. Ability of the program staff to achieve acceptance in the field of work at the local level.
   - f. Coordinating program objectives with this and other agencies.
2. Division Staff Perceptions of Weaknesses and Needs
   - a. Salaries for professional personnel are inadequate to attract and maintain a complete staff.

b. Job classifications preclude the attraction and retention of adequate clerical and secretarial services.

c. Insufficient communication services with emphasis on telephone equipment.

d. Weakness in communication and understanding of program objectives within the Agency.

e. Funding procedures are inadequate to meet the needs of the program.

f. Insufficient inservice training program for professional and clerical staff.

g. Weaknesses in the following areas are recognized but are in the process of being corrected: State plan for adult education, research and evaluation services, current job descriptions, and deficiencies of resource materials.

Y. Program Services Program

1. Division Staff Perceptions of Strengths

    a. An excellent working relationship among staff personnel.

    b. Willingness to assume responsibilities peripheral to primary duties within a flexible organizational structure.

    c. Good working relationship with local school personnel.

    d. Growing acceptance and utilization of staff services across sectional lines.

    e. Professional staff members are acquiring an increasingly effective understanding of all sectional programs.

    f. Operational objectives are based upon a philosophy and goal of provision of services to State and local programs. Objectives are developmental and will continue to evolve.

2. Division Staff Perceptions of Weaknesses and Needs

    a. Scarcity of professional staff which makes it difficult to discharge all responsibilities and yet permit individual staff members to concentrate upon their primary duties.

    b. Scarcity and relatively short employment tenure of secretarial personnel which makes it difficult to maintain work continuity.

c. Decentralized staff housing.

d. Inability to maintain regular schedule of staff meetings, hampering effective communications, long-range planning and evaluation.

e. Insufficient time for inservice staff development on a planned and organized basis.

f. There is a lack of involvement with representatives of other agencies and federal programs.

g. Supporting services such as data processing, telephone, audio-visual and other such services are unsatisfactory to the needs of the section.

Z. Manpower Development and Training Program

1. Division Staff Perceptions of Strengths

a. The Manpower Development and Training Section has strength in the philosophy and objectives which have been developed by the total staff and evaluated periodically. The organizational structure is designed to provide for the best possible job-assignment of a highly qualified staff. Team effort, combined with exceptional public relations, and coordination with other agencies has contributed to the success of the program. Both vertical and lateral training of the staff, plus a concerted effort by the program director to keep the staff informed of policy development, changes and direction, has resulted in staff development to the extent that a unique confidence is instilled in each staff member. This confidence has contributed immeasurably to the excellent working relationship between the State staff and local staffs, which has resulted in continued improvement of the program.

2. Division Staff Perceptions of Weaknesses and Needs

a. The main weaknesses of the Manpower Development and Training Program emanate with the Federal controls. These controls are exercised through strict, inflexible regulations and rigid guidelines. Due to the operational autonomy of Federal and Regional Offices, varying interpretations of the law and regulations result in frequent policy changes, often without written confirmation prior to implementation. The funding policies and late funding dates are such as to make logical planning almost impossible. These inherent weaknesses are compounded further by denial to the states of funding authority. The awarding of national contracts to provide training in the State without prior consultation with the State staff has made planning most difficult. The majority of the funds for national contracts are withheld from the State allocation.

b. The starting salary and annual increment increases are too low to attract and keep qualified administrative and clerical personnel.

c. State C

The following statements of strengths and weaknesses of the State Division of Vocational-Technical Education summarize the findings of the analysis of the Division. These findings are based on the perceptions of the personnel of the State agency and the members of the Visiting Team which reacted to the analysis of the Division. The statements are organized and presented to summarize the twenty-five areas of the State agency which were analyzed. Supporting data for the findings reported here are included in the Appendix Section of this Report.

A. Legal Basis for the Branch

1. Branch Staff Perceptions of Strengths
    a. The present statutes are broad in scope and provide adequate room for growth and change to meet evolving conditions.
2. Branch Staff Perceptions of Weaknesses
    a. While establishment of standards are provided for, little effort is given to enforcement where lack of local or area performance is evident.

B. Philosophy and Objectives of the Branch

1. Branch Staff Perceptions of Strengths
    a. A very explicit commitment to performing a State leadership role
2. Branch Staff Perceptions of Weaknesses
    a. Lack of flexibility and a too-rigid adherence to a philosophy that there is a "right way to do things," especially in relationship to control of the purse strings.

C. Organizational Structure of the Branch

1. Branch Staff Perceptions of Strengths
    a. Freedom to work independently within a framework.
    b. Good communications and working relations in horizontal organizational structure.
    c. Continuing study of Department of Public Instruction of organizational structure.
    d. It is inherently strong as far as maintaining the status quo and focusing responsibilities on particular individuals and sections.
2. Branch Staff Perceptions of Weaknesses
    a. Connecting link to Area Schools Branch has been troublesome.

b. Poor communications in vertical organizational structure within Department of Public Instruction.

c. Lack of uniformity of procedures and practices.

d. Ill-defined roles of Vocational Education Branch and Area Schools Branch as they relate to vocational and technical programs in the merged area schools.

e. It lacks the flexibility to meet changing conditions. It overlaps to some extent on other parts of the department and these situations are not so definitive as the Department of Public Instruction organizational chart may imply.

D. Policy-Formulating Functions of the Branch

1. Branch Staff Perceptions of Strengths

   a. Personnel are conscientious and highly motivated to do an effective job.

2. Branch Staff Perceptions of Weaknesses

   a. Strong leadership is not always evident, but perhaps this is because of heavy work load and interruptions.

   b. Lack of staff.

   c. Lack of communication in policy planning.

E. Staffing of the Branch

1. Branch Staff Perceptions of Strengths

   a. Many items in the tabular evaluation of the Branch were rated poorly. One of the major strengths of the Branch and the Department is that presently the agency is going through a planning and implementing procedure which should improve the staffing practice by identifying most critical needs. Already, benefits from this effort are being derived. The personnel functions of the Department planned to date are operating effectively even though this office was established recently.

   b. There is generally a condition of freedom in operation by which the professional staff is given the flexibility to complete assigned tasks. Further problems may develop in this area as the organization becomes larger.

c. A high level of cooperation is in evidence between the various sections in the Branch. This is particularly true in terms of program development.

d. Additional service personnel have been added within the past three years. This has resulted in relieving the professional staff from operating details so that greater time can be spent on the leadership function.

2. Branch Staff Perceptions of Weaknesses

a. It was the feeling of the evaluation group that the principal weaknesses of the Branch can be identified by reviewing the tabular rating sheets. Other weaknesses can be identified by referring to statements contained under suggested strengthening measures.

b. Occasionally there is evidence of one-way information flow upward, with little feedback downward to the sections of the branch. Recently, financial planning for program operations appears to be taking place outside of the branch, with little involvement of those persons familiar with these programs.

F. Financing of the Branch

1. Branch Staff Perceptions of Strengths

a. Taking into consideration the number of staff members, financing has been adequate.

2. Branch Staff Perceptions of Weaknesses

a. A formal system, in writing, which uses the requests of unit chiefs in developing the agency budget, should be developed.

b. A formal Branch policy regarding the steps and procedures to follow for reimbursement or non-reimbursement when established minimum requirements are not met, should be developed.

c. A policy should be developed to outline the procedure in budgeting instructional programs with the educational specialist.

G. Planning Functions of the Branch

1. Branch Staff Perceptions of Strengths

a. The planning of conferences is good.

b. Assistance to the area schools is offered.

c. Guidelines have been developed.

d. There is a conscientious staff.

e. Local studies are encouraged and supported.

f. Statewide studies are encouraged.

g. Follow-up studies are encouraged and supported.

h. There is an encouragement of use of advisory committees.

i. Good contacts are maintained with business, industry, etc.

j. There is a good area school law. Leadership function is practiced providing direct assistance for directors and teachers.

k. There is one State board for all programs, i.e., secondary, post-secondary, and adult; State Board and Vocational Board are the same.

l. There is close coordination between the State board and agency staff.

2. Branch Staff Perceptions of Weaknesses

a. Change in policies occur slowly even when persistent crises occur.

b. Data on the present status of programs is not readily available.

c. There is a press of clerical, etc., duties which limits planning.

d. There is a need for a clear-cut determination of the role of vocational education in area schools.

e. There is need for greater consolidation of policies among sections.

f. There is a need for clarification of the differences between the programs that are bad vocational programs and programs that are bad (or good) but not vocational. There is a need for policy regarding priorities in the allocation of vocational funds.

g. Communications poor.

h. Long-range goals and planning are not in terms of providing leadership and instructional program improvement (quality); but rather in terms of growth in number, and financial planning (quantity).

i. Are we complacent?

H. Coordinating Functions of the Branch

1. Branch Staff Perceptions of Strengths

    a. Most staff members are aware of needs--communication and coordination.

    b. Arrangements for vocational teacher education and certification are effective and operating well.

    c. Generally, there is a good working relationship with State agencies, business and industry (labor and management) and four-year educational institutions.

    d. Cooperation is apparent between sections within the agency with respect to efforts in joint program development.

2. Branch Staff Perceptions of Weaknesses

    a. Shortage of personnel to accomplish tasks.

    b. There is a need for development of an organizational chart that will aid in assigning responsibility and authority.

    c. Clerical staffing policies and assignments need change.

    d. Lack of coordination.

    e. Lack of communication - primarily within the agency.

I. Directing Functions of the Branch

1. Branch Staff Perceptions of Strengths

    a. Backing by administration of each section as authorities in their vocational field.

    b. Large number of high-quality programs have been developed, many of which were stimulated by the consultants.

c. The staff in the Vocational Education Branch agrees on the philosophy of vocational education. The sections within the Branch strive to communicate and cooperate.

d. Working relationships with local schools. Inservice leadership programs for teachers and students.

e. Meetings of chiefs regularly and on a monthly basis. Meetings of entire staff on a monthly basis. The personal relationships that are possible and available to all members of the Branch.

f. (1) Commitment to job.
   (2) Local and area school personnel know they can request consultative services.
   (3) Agency works closely with schools in locating local and area school staff and personally having much knowledge of potential staff.

2. Branch Staff Perceptions of Weaknesses

   a. Tenure of top administration in Branch is too short. Staff growth has not kept pace with program and responsibility growth.

   b. There is a lack of communication between top administration and the sections in some administrative decisions.

   c. Program promotion limited by:
      (1) too little staff (professional and clerical).
      (2) limited funds.
      (3) Self-evaluation of programs by local agency.

   d. Greater understanding of the different sections in the Branch.

J. Communicating Functions of the Branch

1. Branch Staff Perceptions of Strengths

   a. Hard-working staff.

   b. Reasonable and satisfactory relationships in contact to local schools.

2. Branch Staff Perceptions of Weaknesses

   a. Understaffed.

   b. No one assigned to public relations on release of important information.

c. Very poor interoffice communication in some instances.

d. Democratic principles are not involved in making many major decisions.

K. Promoting Functions of the Branch

1. Branch Staff Perceptions of Strengths

   a. The intent and concern of a number of professional staff members who individually made considerable effort to promote the goals and objectives of the individual sections. Support for the Agency's promotional effort is limited only by the structure and uncertainty of policy and overall direction of the parent agency.

2. Branch Staff Perceptions of Weaknesses

   a. The absence of a coordinated effort of all individuals, sections and differing philosophy.

   b. Administrative recognition, support and leadership in developing the agency promoting function.

   c. The lack of common agreement, uniform policies and identifiable approach to carrying out the agency's promotional function.

L. Researching Functions of the Branch

1. Branch Staff Perceptions of Strengths

   a. A Research Coordinating Unit is an integral part of the Vocational Education Branch.

   b. Communication and cooperation among personnel of the R.C.U. and the other sections of the Vocational Education Branch provides an avenue to undertake research and get some things done that might not otherwise get done.

   c. Research through the R.C.U. fosters communication and planning with the graduate institutions in the State.

   d. There has been advisory committee involvement in research activities.

2. Branch Staff Perceptions of Weaknesses

a. There is a lack of sufficient staff to coordinate research for the Vocational Education Branch; the R.C.U. staff has been called upon to do many things other than to coordinate research.

b. There is limited collection and dissemination of research findings and related information.

c. Research for use as a basis for Branch projections is limited. There is a need for certain kinds of information on a continuing basis; e.g., manpower needs.

d. The Research Advisory Committee does not have a clear-cut set of criteria for the consistent review and judgment of research proposals.

e. There is a need to further promote action on research to be undertaken.

f. There is a limited amount of innovative and experimental study to improve vocational-technical education.

g. Contacts with local school personnel regarding research are very limited, particularly with secondary school personnel.

h. The Advisory Research Committee does not encompass a broad representation.

M. Supporting Services, Facilities and Equipment of the Branch

1. Branch Staff Perceptions of Strengths

   a. The environment of the new building is conducive to good morale.

   b. A well-equipped education resource center is available to all.

2. Branch Staff Perceptions of Weaknesses

   a. Parking lots are not adequate.

   b. Mailing services need improvement.

   c. Policies of personal sanitation and cleanliness should be emphasized in the cafeteria.

   d. The procedure for printing approval and getting items printed is too time consuming.

N. Vocational Agriculture Program

1. Branch Staff Perceptions of Strengths

    a. Dedicated and hard-working staff.

    b. Good staff tenure.

    c. Good communication within staff.

    d. Working relationships good.

    e. Impartiality and consistency in administration.

    f. Innovations and pilot programs encouraged.

    g. Staff provides leadership function effectively.

2. Branch Staff Perceptions of Weaknesses

    a. Very short of staff for efficient operation.

    b. Lack of unity on vocational philosophy throughout administrative structure of the Department of Public Instruction.

    c. Communication with other supervisors regarding:

        (1) The multitude of agricultural agencies and groups with which it is important that we cooperate.

        (2) The many "doing" activities and responsibilities.

        (3) The time and effort to effectively sponsor and conduct leadership training.

    d. The roadblocks constantly thrown in the path of efficient operation.

    e. State financial support is low.

O. Business Occupations Program

1. Branch Staff Perceptions of Strengths

    a. Overall support of section by State Board and administration has been excellent.

    b. Rapport of Business Occupations staff.

2. Branch Staff Perceptions of Weaknesses

   a. Insufficient staff for existing programs.

   b. Insufficient statement of overall department goals and objectives and plans to achieve them.

   c. Need improved communication both horizontally and vertically within the Department of Public Instruction.

P. Vocational Guidance Program

1. Branch Staff Perceptions of Strengths

   a. The principal strengths of the program are the professional staff employed. The professional staff is committed to the development of quality guidance services for all individuals for which this agency has a responsibility.

2. Branch Staff Perceptions of Weaknesses

   a. The lack of adequate number of professional and clerical personnel.

   b. The inability to productively involve appropriate decision-making personnel and to implement through the use of supportive services in a timely manner plans which facilitate program development.

   c. The inability to gain a budgetary identity from all sources of financial support which adequately stimulates program development in light of established need.

   d. The perceptions of guidance, specifically regarding the career development, or the vocational aspects of guidance, lack proper perspective and support by many in decision-making positions. The adoption of a working definition and statement of support for vocational guidance is needed.

   e. Enactment and implementation of legislative provisions supporting guidance services continue to be of a "too late--out of time" nature. The timeliness of appropriations, allocations and expenditures provides a climate of indecision, impedes planning and tends to stymie program development.

Q. Health Occupations Program

1. Branch Staff Perceptions of Strengths

   a. Present staff is well prepared, highly motivated and work well together in a very cooperative and congenial atmosphere.

   - b. There is democratic leadership.
   - c. Program development has been particularly good.
   - d. There is readiness to develop and promote new programs and assist with curriculum revisions, etc., in ongoing programs.

2. Branch Staff Perceptions of Weaknesses
   - a. Need for increased professional staff in order to realize the accomplishments which the existing staff desires to achieve.
   - b. More available time is needed in order to provide more adequate consultant services and teacher education for ongoing programs.
   - c. Need to put our philosophy and objectives in writing.

R. Home Economics Program

1. Branch Staff Perceptions of Strengths
   - a. Accept excessive responsibility.
   - b. Cooperation from teachers.
   - c. Loyalty.
   - d. Conscientious.
   - e. Working relationship with University.

2. Branch Staff Perceptions of Weaknesses
   - a. Lack of staff.
   - b. Awareness of long-term goals of Branch.
   - c. Lack of appropriations.
   - d. Entire staff not housed in same location.

S. Manpower Development Program

1. Branch Staff Perceptions of Strengths
   - a. Cooperation within section.
   - b. Working relationship with other agencies involved in total manpower programs.

2. Branch Staff Perceptions of Weaknesses

   a. Insufficient contact with training agencies (public and private).

   b. Difficulty in obtaining current inventory lists.

   c. Some training programs unsuited to Manpower Development Training clients.

   d. Lack of instructor upgrading training.

T. Research Coordinating Unit

1. Branch Staff Perceptions of Strengths

   a. Advisory committee involvement in activities.

   b. Commitment on part of Research Coordinating Unit staff.

   c. Representation on State-level planning committees; e.g., CAMPS, the Coordinating Council for Post-High School Education, and Area School Standards.

   d. Framework of objectives and evaluation base for R.C.U. organization and activities.

   e. Emphasis on contacts with higher-echelon personnel in associations, institutions, agencies and organizations contacted.

2. Branch Staff Perceptions of Weaknesses

   a. Lack of adequate staff and resources commitment.

   b. Limited staff has been engaged in administrative support tasks to the detriment of research coordination activities.

   c. Emphasis has been on area school as opposed to secondary school activity. Very limited in secondary school contacts.

   d. Lack of a great deal of involvement with industrial and business representatives.

   e. Limited dissemination of research findings and related information.

   f. Lack of innovative and experimental study to improve vocational-technical education.

U. Special Needs Program

1. Branch Staff Perceptions of Strengths
   a. Some programs developed.
   b. Good related agency relationship.
   c. Support of supervisory personnel.
2. Branch Staff Perceptions of Weaknesses
   a. Lack of professional staff.
   b. Lack of clerical staff.
   c. Inadequate inservice programs.
   d. Poor communication with training institutions.
   e. Unable to provide consultant service.

V. Trade and Industrial Education Program

1. Branch Staff Perceptions of Strengths
   a. Communications are good between sections, teacher certification, guidance and special needs.
   b. Dedicated staff.
   c. Staff provides leadership function effectively.
2. Branch Staff Perceptions of Weaknesses
   a. Lack of adequate concern for maintaining and improving high school programs.
   b. Lack of involvement of personnel in the actual decision-making on items concerning the Branch.
   c. Use of vocational personnel for other assignments within the Department of Public Instruction, e.g., industrial arts consultative service.
   d. Short of staff to do adequate job.
   e. Lack of knowledge of administration on vocational goals and objectives.
   f. Inability to get immediate answers on various policies.

d. State D

The following statements of strengths and weaknesses of the State Division for Vocational-Technical Education summarize the findings of the analysis of the Division. These findings are based on the perceptions of the personnel of the State agency and the members of the Visiting Team which reacted to the analysis of the Division. The statements are organized and presented to summarize the twenty-five areas of the State agency which were analyzed. Supporting data for the findings reported here are included in the Appendix Section of this Report.

A. Legal Basis for the Division

1. Division Staff Perceptions of Strengths
    a. The Legal Basis for the Division includes the provisions for excellent funding potential. The Legal Basis for the Division delegates the organizational responsibilities to the State Board of Education, thereby providing a reasonable amount of flexibility.
2. Division Staff Perceptions of Weaknesses
    a. There appears to be redundancy in the acceptance of statutes 124.52 and 124.62. Chapter 124.52 is rendered obsolete in terms of current practice. Chapter 124.62 does not seem to allow for "acceptance" of funds for the conducting of ongoing programs, rather for the "improvement" of vocational education.

B. Philosophy and Objectives of the Division

1. Division Staff Perceptions of Strengths
    a. General agreement among educators, the legislature and public as to the purpose of vocational education.
    b. Department of Education leadership role in establishing a network of area vocational schools.
2. Division Staff Perceptions of Weaknesses
    a. Present imbalance in program offerings between post-secondary and adult and secondary levels.
    b. Need for greater involvement with the social-vocational needs of the people of the State.
    c. Inconsistency in applying policies and regulations from institution to institution.

C. Organizational Structure of the Division

1. Division Staff Perceptions of Strengths
    a. The positive attitude of cooperation and teamwork that exists between Division staff members.

b. The high-level of dedication to meeting the needs of occupational preparation for State D youth and adults which exists in the Division staff.

c. The autonomy which the Division has to carry out its assigned functions, duties, and responsibilities.

d. The heavy emphasis on programs with specific individuals being responsible and held accountable for specific results.

2. Division Staff Perceptions of Weaknesses

a. Insufficient professional and support staff to effectively carry out the challenges which have been placed before the Division.

b. The lack of homogeneity in assignments given to members of the program development and planning staff.

c. The fuzziness in regard to accountability for program development.

d. The inadequate salary schedules to attract top-notch personnel to fill vacancies and newly-created positions.

D. Policy Formulating Functions of the Division

1. Division Staff Perceptions of Strengths

a. A very high degree of cooperation and involvement among staff members.

b. An ability to react to a given situation with flexibility.

c. Lines of communication are open.

d. Planning efforts developed to meet anticipated problem areas.

2. Division Staff Perceptions of Weaknesses

a. Lack of communication though method is readily available.

b. Lack of established guidelines

c. The State Board for Vocational Education is being asked to resolve too many operational and programming decisions, thus interfering with their policy-making opportunities.

E. Staffing of the Division

1. Division Staff Perceptions of Strengths
   - a. Well-defined channels of administration.
2. Division Staff Perceptions of Weaknesses
   - a. Shortage of clerical and professional staff.
   - b. Critical shortage of floor space.
   - c. Beginning salaries and salary increments are not competitive for experienced and highly qualified staff members in both professional and clerical positions.
   - d. Lack of communication structure.

F. Financing of the Division

1. Division Staff Perceptions of Strengths
   - a. Adequate State and local matching funds.
   - b. Bonding procedures.
   - c. Director's authority on annual budgets.
2. Division Staff Perceptions of Weaknesses
   - a. Lack of communications.
   - b. Lack of written fiscal policy which is available and communicated.
   - c. Lack of standardized reimbursement formulas.

G. Planning Functions of the Division

1. Division Staff Perceptions of Strengths
   - a. Department has several persons whose primary function is to plan.
   - b. Standards have been established throughout the organization.
   - c. Advisory committees and projected studies are used in the development of new programs.

2. Division Staff Perceptions of Weaknesses

a. Most staff do not know anything about fiscal planning in the Department. This makes it difficult to think in terms of comparative value of types of programs and to determine where primary efforts might be placed.

b. Planners use different criteria to develop programs than supervisors of those programs. (New programs take priority; little communication on standards exists between planners and supervisors.

c. Criteria for evaluating programs are not selected on the basis of objectives of the program.

d. Staff members who are assigned to plan and carry out studies are not qualified to do research.

H. Coordinating Functions of the Division

1. Division Staff Perceptions of Strengths

a. Good informal working relationships by Division staff members.

b. Good relationships with local educational institutions, business, and industry.

c. The informal way in which programs and projects are accomplished.

d. An understanding by the staff that cooperation is needed.

2. Division Staff Perceptions of Weaknesses

a. Guidelines have not been developed by the Division to design the entire structure.

b. Vague or incorrect information and knowledge held by the Division staff.

c. There is a lack of operational procedures or policies that are written and available to staff and involved institutions.

d. Constructive dialogue is missing between involved institutions and Division for the design and development of policies and programs.

I. Directing Functions of the Division

1. Division Staff Perceptions of Strengths
   - a. Attitude of staff toward job to be done, very good.
   - b. Willingness to accept additional responsibilities to get the job done, very good.
   - c. Staff receptive to new ideas.
   - d. Cooperative and team effort of staff is exceptional.
2. Division Staff Perceptions of Weaknesses
   - a. Clogged lines of communications horizontally and vertically.
   - b. Staff recognizes:
     - (1) Lack of professional staff resources, equipment and materials.
     - (2) Lack of sufficient secretarial help to support the professional staff.
     - (3) Inadequate travel and conference budgets for operational level personnel.(Out-of-State).
     - (4) Some lack of understanding in relationship with the other divisions of the education department.

J. Communicating Functions of the Division

1. Division Staff Perceptions of Strengths
   - a. A definite procedure exists for conducting and summarizing the activities of advisory committee meetings.
   - b. Policy describing the need for advisory committees, and their composition, is clearly defined.
2. Division Staff Perceptions of Weaknesses
   - a. Lack of planned orientation program for new employees.
   - b. Lack of overall plan for public relations.

K. Promoting Functions of the Division

1. Division Staff Perceptions of Strengths

   a. Promotion of Area School-Day Preparatory Programs.

   b. Rapid gains are being made with regard to public image of vocational education.

2. Division Staff Perceptions of Weaknesses

   a. Lack of coordination among units and their individual promotional efforts.

L. Researching Functions of the Division

1. Division Staff Perceptions of Strengths

   a. The Division recognizes the fact that research is necessary if it is to continue to meet the needs of youths and adults.

   b. Pilot programs are field-tested before being recommended for general use.

2. Division Staff Perceptions of Weaknesses

   a. Lack of communications between the units within the Division.

   b. The "Evaluation Committee" has no knowledge of a planned program for reviewing, abstracting and disseminating pertinent research reports to the schools of the State and the teacher education schools.

   c. There is no known functioning advisory committee in regard to research activities.

   d. Lack of qualified research specialists--no organized unit devoted to research.

   e. Only limited organized research is available.

M. Supporting Services, Facilities and Equipment of the Division

1. Division Staff Perceptions of Strengths

   a. The Division is located as part of the central governing group which provides easier communication with entire Department of Education.

b. Building new and heating and air conditioning good.

2. Division Staff Perceptions of Weaknesses

   a. Not enough privacy for the professional staff.

   b. Not enough available meeting rooms.

   c. No adequate parking facilities for visiting school and business personnel.

   d. No Graphic Arts and Materials Development Unit is readily available.

   e. State car transportation uneconomical and time-consuming.

   f. Insufficient WATS lines.

N. Agriculture Education Program

1. Division Staff Perceptions of Strengths

   a. Good understanding and strong cooperative working relationship between staff, teachers, and school administrators.

   b. Aims and objectives stated and understood. Teachers had part in development of aims and objectives.

   c. Excellent esprit de corps of vocational agriculture teachers.

   d. Instruction occupationally oriented.

   e. Staff provided leadership and development of a comprehensive growing program.

   f. Staff adapts program to changing conditions.

   g. Effective use of State reimbursement funds.

   h. Provided leadership in development of comprehensive conservation, safety, State Fair and related FFA activities which have received national recognition.

   i. Provided leadership in development of organized, comprehensive adult agriculture education program which has served as pattern for many other states and for U.S. Office of Education.

   j. Provides a continuing vocational educational program for those engaged in the basic industry of this State.

k. Provides leadership in development of multiple teacher departments which provides for more in-depth and specialized instruction.

l. Dedicated, competent and experienced professional and clerical staff with good tenure.

m. Good working relationship with teacher training.

n. Persons with agriculture competencies assigned to agriculture supervision.

2. Division Staff Perceptions of Weaknesses

   a. Lack of qualified teachers to fill positions in an expanding program.

   b. Lack of culling due to shortage of qualified teachers.

   c. Small supervisory staff for size of program and program potential (one-half of average size of staffs of Central Region).

   d. No staff addition since 1960 (9 years) --program has grown during these 9 years and also expected to provide leadership for direction of programs of agriculture occupations at secondary school level.

   e. With limited staff cannot provide leadership we should, and are expected to, in development of post-high school vocational agriculture programs.

   f. Lack of staff to develop pre-vocational and general agriculture programs.

   g. Lack of supporting staff for studies and research.

   h. Lack of supporting staff for aid in production of publications.

   i. Unfair, time consuming and expensive travel policy (State cars).

   j. Lack of at least some attempt to provide a semblance of privacy for conduct of work of professional staff members.

   k. Lack of adequate conference rooms.

O. Business Education Program

1. Division Staff Perceptions of Strengths

    a. Unit is oriented to a specific occupational group and communication can exist that is relevant to that area. Enables the professional staff to discuss curriculum, programs, equipment, etc. with business educators.

2. Division Staff Perceptions of Weaknesses

    a. Seriously short of assistants. Need of two assistant supervisors to adequately perform up to standards.

    b. Salary increments are unrealistic in light of today's economic system and compared to educational institution salaries.

P. Distributive Education Program

1. Division Staff Perceptions of Strengths

    a. The high level of esprit de corps and teamwork which exists among the three-member staff in the program operations section and the one person assigned to this area and the persons in the program development section.

    b. The flexible program structure which permits staff members to immediately capitalize on opportunities for new innovations and new programs.

    c. The receptivity of all staff members to new ideas and their eagerness to check out their possibilities and follow through.

    d. The autonomy which the unit has to carry out a broad range of responsibilities in connection with education for marketing and distribution.

    e. The open lines of communication and the attitude of cooperation between the unit staff members and the program development staff member.

    f. The involvement of all individuals working with Distributive Education in decision-making and the granting of adequate authority to each staff member along with responsibility to carry out and effectively consummate a given task.

    g. The close relationship of the staff with the business community.

    h. The "strong," capable personnel in Distributive Education.

2. Division Staff Perceptions of Weaknesses

   a. The lack of a detailed long-range plan.

   b. No material specialists and research personnel to effectively coordinate and develop materials for the ongoing operation of distributive education programs.

   c. Insufficient staffing to carry out the challenges placed before the unit by the State and federal vocational education acts.

Q. Industrial Arts Education Program

1. Division Staff Perceptions of Strengths

   a. Communication between staff members within the Division is good.

   b. The Industrial Arts unit is solid in respect to realizing the need for vocational education.

   c. Cooperation between the Division and the teachers in the field is very good as well as the teacher education institutions.

   d. The public relations between the Division and the school administrations is exemplary.

2. Division Staff Perceptions of Weaknesses

   a. Inadequate number of staff to carry out the responsibilities of the office.

   b. Lack of space for personal consultation of visitors and staff as well as filing facilities and working space.

   c. Lack of funding of programs which curtails many local programs.

R. Home Economics Education Program

1. Division Staff Perceptions of Strengths

   a. Jobs are organized within the unit so that each person has an area of specialized responsibility--but still each works with all areas so as to understand the total program.

   b. Professional staff members have a variety of valuable background experiences.

c. The working relationship of professional staff members within the Home Economics unit is excellent.

2. Division Staff Perceptions of Weaknesses

   a. Clerical staff quality and quantity does not equal the number of programs, number of students, number of schools, or teacher turnover--or objectives of the unit.

   b. Too much professional time is spent training clerical staff and performing clerical duties.

   c. No staff member is available to work on planning, inservice and evaluation of the adult program.

   d. The staff member devotes considerable time for the camping program and coordinating youth programs. This is a weakness of the Home Economics unit because a staff member is utilized on agency-wide objectives and no compensation of professional time is made to the unit objectives.

S. Technical Education Program

1. Division Staff Perceptions of Strengths

   a. A basic understanding and appreciation of the philosophy, objectives and role of technical education as it pertains to the criteria for technical education.

   b. Recognition of the role of the federal government in the training of technicians and their utilization in industry.

   c. Excellent relations with school administrators.

   d. Good relationship, knowledge and understanding of industry and its utilization of technically trained personnel.

2. Division Staff Perceptions of Weaknesses

   a. Lack of staff, including clerical, to promote and play the desired leadership role believed to be required of technical education.

   b. Difficulty in breaking preconceived viewpoints (that have become fixated) relative to the role and relationship of technical education as it pertains to vocational education.

   c. Lack of funding to properly alleviate subject problems which would allow for greater concentration to leadership role.

d. Lack of space to house a future staff.

T. Trade and Industrial Education Program

1. Division Staff Perceptions of Strengths
    - a. Professional attitude of staff.
    - b. Flexibility in adjusting and/or changing work assignments.
    - c. Occupational competencies of staff.
2. Division Staff Perceptions of Weaknesses
    - a. Inadequate number of staff.
    - b. Lack of flexibility in classifying clerical positions.
    - c. Lack of communication between other units.
    - d. Inadequate parking space.

U. Special Programs and Services

1. Division Staff Perceptions of Strengths
    - a. Cooperation among staff members and with supervisor.
    - b. Contributions of staff to the improvement of the program.
    - c. Staff is impartial and consistent in application of policies and regulations.
    - d. Good working relationship--discussion of problems on a face-to-face basis.
    - e. Good organization and administration.
    - f. Improvement of relations with Employment Service.
    - g. Staff has good working relations with schools and reflect cooperation within programs.
    - h. There is good communication between staff members.
    - i. Programs can be flexible and innovative. This is done with excellent results.

j. Cooperation within the Department (participation and involvement) very flexible.

k. With the broad regulations we have, the staff does everything it can to insure good training in all 70 schools that are certified.

2. Division Staff Perceptions of Weaknesses

a. Follow-up and evaluation.

b. Filing system.

c. Lack of definite directions from regional office.

d. Employer's evaluation of training after placement of trainee.

e. Program evaluation is presently done on a piecemeal basis. This should be "standard operation".

f. Insufficient use is made of data-processing equipment for program and equipment control.

g. The indefinite manner that funds are made available.

h. Programs are run in some instances as an after-thought by local schools.

e. State E

The following statements of strengths and weaknesses of the State Division for Vocational-Technical Education summarize the findings of the analysis of the Division. These findings are based on the perceptions of the personnel of the State agency and the members of the Visiting Team which reacted to the analysis of the Division. The statements are organized and presented to summarize the twenty-five areas of the State agency which were analyzed. Supporting data for the findings reported here are included in the Appendix Section of this Report.

A. Legal Basis for the Office

1. Office Staff Perceptions of Strengths
   - a. Statutes are broad enough to permit sufficient flexibility for administrative and organizational changes as deemed appropriate.
   - b. State statutes provide for adequate rules and regulations governing financing of vocational education at all levels.
   - c. State statutes provide for the affiliation of school districts in the vocational education area in order that the training may be available to the maximum number of students.
2. Office Staff Perceptions of Weaknesses
   - a. State statutes are too broad to provide appropriate guidance and regulation.
   - b. Vocational and technical education are operated under separate statutes and controlling agencies.

B. Philosophy and Objectives of the Office

1. Office Staff Perceptions of Strengths
   - a. Perception of role.
   - b. Concern with related social issues.
   - c. Working relationships with institutions of higher education.
   - d. Encouragement of experimentation.
2. Office Staff Perceptions of Weaknesses
   - a. Not consistent in application of policies and regulations.
   - b. Philosophy not reviewed and revised by staff.

C. Organizational Structure of the Office

1. Office Staff Perceptions of Strengths

   a. Caliber of vocational administrative and supervisory staff.

   b. Staff members usually have the authority to perform the responsibilities assigned.

   c. The organizational pattern of the Agency enables the State organization to work effectively with local school districts in building quality vocational educational programs.

2. Office Staff Perceptions of Weaknesses

   a. The organizational structure does not necessarily lend itself to the development of vocational programs relating directly to job opportunities in a given geographical area.

   b. The State Agency through the current structure does not provide adequate programs through which a sufficient number of qualified potential staff members can be made available to local school districts.

   c. The organizational structure does not clearly identify provisions and procedures through which specific program development can occur in each vocational area.

   d. The organizational structure does not cause administrative officers of the Agency to be sufficiently involved in policy decisions.

   e. Articulation among vocational, technical and adult educational programs is lacking.

   f. Administrative officers of the Agency lack sufficient autonomy to operate their programs within the established policies.

   g. Programs and functions of the Agency are not coordinated with programs and functions of other Agencies within the State Department of Education.

D. Policy-Formulating Functions of the Office

1. Office Staff Perceptions of Strengths

   a. The Agency has policies to regulate and operate vocational programs, and there is a trend toward improvement in formulating, updating, and publishing policies and making them available to persons in administration in vocational education programs.

2. Office Staff Perceptions of Weaknesses

   a. The Agency staff is not sufficiently involved in formulating policies and no special time is regularly planned for this purpose.

E. Staffing of the Office

1. Office Staff Perceptions of Strengths

   a. Staff members and director function as a team composed of dedicated professionals.

   b. The staff cooperates with other educational agencies and recognizes the State's overall educational needs as well as those in vocational education.

   c. The staff is composed of individuals whose former experiences at many educational levels and broad variety of occupational experiences provide them with an unusually rich background for their vocational leadership responsibilities.

2. Office Staff Perceptions of Weaknesses

   a. A low salary scale frequently makes it impossible to secure the best qualified people available.

   b. High turnovers in some units have decreased both the effectiveness and efficiency of these units.

   c. The morale of the staff has not always been at its most effective operating level because of concern over State's policies for operating the programs in the future through the currently designated channels.

F. Financing of the Office

1. Office Staff Perceptions of Strengths

   a. Basically the policies and procedures for Agency financing are clearly defined and are appropriate in meeting the needs for financing the administration of a total vocational program.

2. Office Staff Perceptions of Weaknesses

   a. Fiscal policies and procedures are available but not available in one document.

G. Planning Functions of the Office

1. Office Staff Perceptions of Strengths

   a. Supervisory staff works cooperatively with local educators in developing programs to meet the needs of youth and adults at the local level.

2. Office Staff Perceptions of Weaknesses

   a. Lack of a long-range plan for professional staff development.

H. Coordinating Functions of the Office

1. Office Staff Perceptions of Strengths

   a. Mutual respect and good working relationships exist between the Agency and institutions of higher education and teacher certification.

   b. Opportunities for flexibility and choice are provided for local education agencies.

2. Office Staff Perceptions of Weaknesses

   a. A lack of close coordination of vocational agencies.

   b. A need for closer working relationship between the Office of Vocational Education and other agencies such as Employment Service, Welfare, and Rehabilitation.

I. Directing Functions of the Office

1. Office Staff Perceptions of Strengths

   a. Expansion of programs and improvements in departments are requested through local school administrators.

   b. Good working relationships are maintained with school administrators and teachers.

   c. The staff recognizes and intends to implement good vocational programs within the State.

2. Office Staff Perceptions of Weaknesses

   a. Financing follows development of innovative programs generally rather than being readily available to stimulate program development.

b. Lack of adequate staff to spend sufficient time in local schools to effectively supervise the program.

c. Staff members salaries not high enough to attract, retain, and motivate highly qualified personnel.

J. Communicating Functions of the Office

1. Office Staff Perceptions of Strengths

    a. Interpreting vocational education programs, objectives, and achievements to the schools and the public through multimedia approach, supervisors, teacher educators, and teachers.

    b. Well-planned and executed staff meetings.

    c. Free exchange of information between director and staff members.

    d. Enthusiasm of director and staff members in communication program.

2. Office Staff Perceptions of Weaknesses

    a. An inactive advisory committee (under 1963 Act).

    b. Inadequate distribution of information to the Legislature and the executive branch of State government on accomplishments and needs of vocational education throughout the State.

    c. Inadequate distribution of information on occupational training opportunities to local schools and communities.

K. Promoting Functions of the Office

1. Office Staff Perceptions of Strengths

    a. Establishment of vocational education schools.

    b. Furnishing leadership to local agencies.

    c. Club work--FFA, FHA, DECA.

2. Office Staff Perceptions of Weaknesses

    a. Poor image with general education in some communities.

    b. Poor image with parents.

    c. Poor image with students.

d. Lack of communications among services.

e. Lack of clubwork in T & I and Office Occupations.

L. Researching Functions of the Office

1. Office Staff Perceptions of Strengths

   a. The present organizational structure will allow for "full use" of Agency potential. The State Office of Vocational Research is geared to conduct survey type research, cost analysis, and to assist in evaluation of Vocational Education programs. The Research Coordinating Unit is organized to do experimental, exploratory, and innovational types of research.

2. Office Staff Perceptions of Weaknesses

   a. The lack of coordination with other State agencies and with institutions of higher learning is the principal weakness at the present time.

M. Office Supporting Services, Facilities and Equipment

1. Office Staff Perceptions of Strengths

   a. State facilities are centrally located for effectiveness.

   b. District facilities are strategically located for effectiveness.

   c. Communication facilities are adequately available for planning and developing State-wide programs.

   d. State office facilities are well arranged for necessary State coordinated activity.

2. Office Staff Perceptions of Weaknesses

   a. Need for more effective methods of improving and maintaining district office facilities and equipment.

   b. Need to establish a departmental vocational education statistical reporting capability.

N. Vocational Agriculture Education Program

1. Office Staff Perceptions of Strengths

   a. Staff attitude and understanding of the total program.

- b. Staff directly involved in policy formulation and program development.
- c. Preservice and inservice educational programs.
- d. Dedication of staff as indicated by tenure.
- e. Staff work with local schools in promoting, conducting, and evaluating programs.
- f. Development, use and evaluating of teaching materials to include curriculum guides, student and teacher publications, visual aids, etc., by joint efforts of supervisory staff, teacher education, Media Center, R. C. U., and teachers.
- g. Ability to communicate within the staff in sharing ideas and reaching consensus on objectives of the total program; making plans for implementation.
- h. Ability to change in order to meet new and existing needs of the program.
- i. Staff organization.
- j. Location of district offices for effective supervision.
- k. An effective youth organization as a part of the total program.

2. Office Staff Perceptions of Weaknesses

- a. Need for additional staff members in specialized areas.
- b. Salary is inadequate.
- c. Not making most effective use of advisory committees.
- d. Lack of adequate coordination with other school programs.
- e. Evaluative efforts not based on educational outcome.
- f. Staff not adequately housed.
- g. Inadequate supply of qualified teachers.
- h. Program not meeting the educational needs of all out-of-school groups.
- i. Shortage of adequate teaching materials.
- j. Need for adequately trained teachers in specialized areas.

2. Office Staff Perceptions of Weaknesses

   a. Present funding limits effectiveness of supervision, teacher education, and innovations.

   b. Effectiveness of long-range programming is limited due to lack of long-range commitment for funds.

   c. The beginning salary and salary increments are not sufficient to attract and maintain qualified personnel.

   d. The number of professional staff is inadequate to fully meet the objectives of the program.

   e. Turnover of staff is too frequent to maintain the full effectiveness of the program.

   f. The full effectiveness of supporting services, such as teacher education and curriculum development, is impaired by the lack of funds and staff positions.

Q. Home Economics Education Program

1. Office Staff Perceptions of Strengths

   a. Dedication of staff to the program and willingness to adapt the program to meet changing needs.

   b. Qualified staff with a continuous tenure.

   c. Enrollments in Home Economics for youth and adults have continued to increase.

   d. The program continues to be strengthened through teacher involvement and evaluation.

   e. Program expansion has included occupational courses related to Home Economics, classes for people with low-income and other special needs.

   f. Staff members use many varied ways of working with teachers and other local educators.

   g. Good working relationships with teachers and administrators are maintained.

   h. Future Homemakers of America organization is an integral part of the Home Economics program.

2. Office Staff Perceptions of Weaknesses

   a. Lack of adequate staff to further expand Home Economics program.

   b. Inadequate space, equipment and facilities for effective program functioning.

   c. Inadequate supportive personnel to secure and disseminate up-to-date educational materials.

   d. Low salary scale to enable securing and maintaining adequate professional and clerical staff.

   e. Inadequate funding for program expansion, experimentation and civil research.

   f. Inadequate provisions for professional staff improvement.

R. Distributive Education Program

1. Office Staff Perceptions of Strengths

   a. Cooperation among supervisory staff, teachers and supporting services is excellent--also, tremendous amount of cooperation between Distributive Education and other services.

   b. Considering the financial ability of the service, the program as a whole is exceptionally strong.

   c. Effectiveness of youth organization.

2. Office Staff Perceptions of Weaknesses

   a. Lack of sufficient funds for needed expansion.

   b. Lack of supervisory staff (personnel).

   c. Lack of supporting services.

CHAPTER IV. CONCLUSIONS AND RECOMMENDATIONS

The conclusions and recommendations of this report are presented in two parts: A and B.

Part A (Organization for Education) pertains to the studies of organization for education in the selected states. It includes the twenty-one state study of state school organization for education and the sixteen-state study, wherein several of each state's citizens were asked for their perceptions of roles, responsibilities and interrelationships among institutions and agencies providing occupational education.

Part B of this particular Section (IV), concerns the field-testing of the Format and Criteria for Analysis by State Agencies for Vocational-Technical Education.

A. Organization for Education

Conclusions and recommendations of the two studies of Organization for Education are presented under the headings of Section 1 and 2.

Section 1 concerns recommendations about the twenty-one state study of state school organization.

Section 2 contains the conclusions and recommendations about the sixteen-state study of citizens' (lay and professional) perceptions of roles, responsibilities and interrelationships among institutions and agencies providing occupational education. This section is referred to as Group Interview Guides in Sixteen States.

1. Overall Conclusions and Recommendations

a. Each of the twenty-one states studied has an office for the chief public school official.

b. The most common title for the chief public school official is Commissioner of Education.

c. In about half of the states the chief school official is elected. The most frequent method of appointment is by Governor.

d. In all states studied, the chief state school official is more closely aligned with the public elementary and secondary schools than any other aspect of public education. His next greatest responsibility is for post-high school adult and vocational education, followed by community colleges. He is least associated with higher education institutions.

e. All states studied but Wisconsin have State Boards of Education.

f. In only one state, Idaho, does the Governor appoint one Board which serves over general education, vocational education, and as the Board of Regents over higher education.

g. About one-third of the states studied have boards of education which are elected; approximately another third of the boards are appointed by the Governor, and the remaining third are also appointed by the Governor with confimation by the senate.

h. All states studied except Colorado have boards with some degree of influence over vocational education. Colorado has a special board for occupational education and community colleges.

i. Of the states studied, the most frequent base of specialized leadership for vocational education is through divisions and directors of vocational education and through departments of education.

j. Most state vocational programs are reinforced by advisory boards of knowledgeable laymen.

k. The distinction between junior and community college is not always apparent.

l. Over half of the states reported public community or junior college programs, colleges with their own boards.

m. Approximately half of the states report some degree of overall influence by coordinating boards, or state education boards, over all higher education institutions in the state.

n. There is need among the states to search for improvement of ways to cope with an individual state's responsibility for coordination of all educational programs.

2. Sixteen State Survey Recommendations

The following recommendations are based upon the results from 598 questionnaires. Perceptions and opinions pertaining to roles, responsibilities, and interrelationships among those institutions and agencies providing or contributing to occupation education were identified. Four main divisions (Foundations, Coordination, Policy, and the Process of Change) were established to organize the data.

a. Foundation for a State's Education System

The foundation for a state's education system includes legal statutes, philosophy, objectives, roles, responsibilities, and the allocation of these areas.

(1) State Structure for Education

(a) Existing laws should be changed to make education more pertinent to students, to remove unnecessary duplications, and to improve efficiency and economy.

(b) Each state should study existing laws and determine specific changes which would accomplish (1) above.

(2) Apparent Philosophy and Objectives

(a) Each state should examine the philosophy and objectives of its educational agencies.

(b) Public secondary schools must improve:

- (a) Vocational counseling.
- (b) Curriculum offerings - general.
- (c) Inadequate schools.
- (d) Curriculum offerings - non-college bound.

(c) State Departments of Education shoul develop overall plans to provide direction and coordination to occupational education.

(3) Roles and Responsibilities

(a) Each state should examine and determine needed change in the roles and responsibilities of its educational agencies.

(b) Public secondary schools must examine and determine needed changes in their roles and responsibilities.

(c) State Departments of Education should determine needed changes in their roles and responsibilities.

b. Coordination

Coordination refers to relating, allocating, and integrating various factors and organizational functions among (or between) state agencies and institutions.

(1) States should study current statewide coordination--articulation efforts to determine problem areas and devise strategies to solve them.

(2) States should investigate the formation of a state-level Education Coordinating Council.

(3) State-level Education Coordinating Councils should not assume policy-making or administrative roles, but rather, should coordinate the implementation of policy among other agencies.

(4) Responsibilities of state education agencies should be examined to determine areas of promising coordination.

c. Policy

Policy refers to the principles and guidelines which an organization and its personnel have agreed to, and are expected to observe.

(1) State Education agencies should make written policy readily available to both individuals and other agencies.

(2) State education agencies should communicate more information regarding policy-making procedures to other agencies

(3) State education agencies should regularly and systematically distribute policy statements to interested and related agencies.

(4) State education agencies should improve the administrative areas of:

  (a) Policy-making.

  (b) Finance.

  (c) Planning.

  (d) Coordinating.

  (e) Communications.

(5) State education agencies should assess current educational programs to determine:

  (a) Deficient programs.

  (b) Needed programs.

  (c) Inadequate programs.

  (d) Problems of coordination.

(6) Upon completion of c (5) attention should be focused upon providing a meaningful education for all children.

d. Process of Change in Education

(1) The entire process of change needs attention to facilitate orderly progress toward educational goals.

B. Field-Testing and Refinement of Format and Criteria

Conclusions and recommendations of the field-testing of the Format and Criteria for Analysis of State Agencies for Vocational-Technical Education are presented in Sections 1 and 2.

Section 1 involves overall conclusions and recommendations resulting from field-testing of the instrument which was utilized in each of the five states in the analysis of their state agencies for vocational-technical education.

Section 2 concerns recommendations made to each of the five participating states as a result of the analysis of the state agencies in field-testing the Format and Criteria.

1. Overall Conclusions of Field-Testing in Five Selected States

Five states participated in field-testing and refining a format and criteria for analysis of provisions (at the State Education Department level) for administration of vocational-technical education. The five participating states were: Arkansas, Florida, Iowa, Minnesota, and South Carolina. Not all of the five cooperating state agencies responsible for administration of vocational-technical education could be identified by the same titles; however, each had somewhat comparable responsibilities.

The format and criteria for analysis of provisions for administering vocational-technical education were originally field-tested in the Pennsylvania State Department of Education and were modified to reflect the benefit of this first full-scale field-test. Numerous groups and individuals contributed suggestions for improvement of the original format and criteria.

One obvious conclusion of the field-testing activity in the five cooperating states is that the current model of the format and criteria can and does serve to identify strengths and need for change in provisions for administering vocational-technical education at the state agency level.

The format is sufficiently flexible to allow for minor and major variations in state administrative structure.

The demonstrated strength of the format in the five field-tests conducted is that an environment can be created which is favorable for in-depth analysis of administrative functions of state-level agencies for vocational-technical education. It was clearly demonstrated in all five field-tests that state agency personnel, as a group, can and will participate actively in a constructive process to identify need for change in the administrative functions of the state agencies for vocational-technical education.

The format is a practical means of providing for maximum staff involvement and active participation in the analysis of administrative provisions for vocational-technical education. This practice produces favorable attitudes and better understanding by the staff about the need for changes as they are identified in the analysis. It also lays the groundwork for future support by the staff of solutions for effecting change after the need has been identified.

The format provides a means of utilizing visiting teams of outside experts efficiently and effectively in a systematic process.

The format also provides a workable solution to the identification and application of criteria necessary for the analysis of administration provisions for vocational-technical education. The alternatives provided for staff participation in selecting, substituting and modifying criteria (suggested in the format) is a commendable feature of the self-analysis process.

The criteria which was suggested by the Plan (Format and Criteria) for the Analysis of Administrative Provisions for Vocational-Technical Education at the state level appear adequate for the purpose of guiding the analysis of administrative provision. With the exception of a few minor wording changes, the bulk of the criteria was acceptable to the various committees in each of the five states.

The format and criteria as modified and used in the five state field-testing activities of this study can be used for the purposes intended. The instrument (format and criteria), when properly directed by a third party utilizing an outside visiting team, can establish strengths and the need for change to improve the administrative provisions for vocational-technical education at the state agency level.

2. Recommendations to Individual States

a. Recommendations Concerning the State Vocational Agency in State A.

A. The Legal Basis for the Division

1. The State Board of Education and the Commissioner of Education should request legislation authorizing the recodification of the statutes concerning public education.

B. Philosophy and Objectives of the Division

1. The Philosophy of the Division should be further developed, adopted, printed and widely disseminated.

2. The Objectives of the Division for Vocational, Technical and Adult Education, including both short-term and long-range goals, should be determined and published for the use of education personnel, advisory councils, industrial and business groups and any others interested in and concerned with these areas of education.

C. The Organizational Structure of the Division

1. A unit should be established for Program Development, Coordination and Evaluation. It should be attached to the Office of the Associate Commissioner for Vocational, Technical and Adult Education and be responsible for cooperating with and serving the needs of the program sections. It should emphasize the use of task forces recruited from the program sections.

2. The Program Development, Coordination and Evaluation unit should make wide use of Advisory Committees.

3. Staff should be reorganized before space is assigned in the new facilities.

D. Division Policy Formulating

1. The entire staff should be involved in formulating and reviewing Division policies for both current and long-range needs.

2. When new policies are established, they should promptly be disseminated in written form. Periodically the policy manual should be recodified and redistributed.

E. Division Staffing

1. The effort to improve the salary structure and level should be continued.

2. Training programs should be developed to orient present staff members to changes brought about by the 1968 Vocational Education Act.

F. Division Financing

1. The budget requests prepared by the sections of the Division should include detailed narratives to justify the requests.

2. There should be uniform policy for the allocation of capital outlay funds.

G. Division Planning

1. See Recommendation C.1.

2. Systematic staff seminars specifically devoted to planning should be regularly scheduled and conducted.

H. Division Coordinating

1. A position should be created for the vocational guidance service area for providing occupational information and follow-up. This service should be coordinated with all guidance services of the Department of Education.

I. Division Communicating

1. The Division should subscribe for a clipping service for vocational education items.

2. The vacancy in the position of Public Information Officer for the Division should be filled.

3. Staff meetings for all members of the Division should be held periodically.

4. Summaries of meetings of section heads with the Associate Commissioner for the Division should be made available to all staff members.

J. Division Promoting Functions

1. Consideration should be given to the establishment of a "One-Stop Information Center" for the Division and/or the Department of Education. This might include a library, an instructional materials laboratory, compilations of reports, ERIC microfiche and equipment and materials from other central sources of information. Such a center would need to be properly staffed to service the staff and schools.

K. Division Researching Functions

1. Closer communication should be established between the Division staff and the Research Coordinating Unit.

L. Division Supporting Services

1. More staff should be provided in the graphic arts and statistical fields.

M. Agriculture Program

1. An instructional materials laboratory should be developed. See Recommendation J.1.

2. Objectives should be developed and disseminated.

3. A procedure should be developed for evaluating local programs. See Recommendation C.1.

N. Distributive Education Program

1. A clearly-defined philosophy should be established and appropriate objectives formulated with provision for periodic review and revision.

2. Preservice teacher education should be increased to provide a greater volume of teachers.

3. Additional state staff should be added for both the secondary and post-secondary programs.

O. Business and Office Education Program

1. A clearly-defined philosophy should be established and appropriate objectives formulated with provision for periodic review and revision.

2. A professional staff member should be added.

3. A teacher education program should be provided with at least one full-time professor.

4. Clearly-defined responsibility for supervision of Business and Office Education programs in area vocational-technical schools should be given this section.

P. Home Economics Program

1. There should be a broader use of Advisory Committees.

2. There should be increased emphasis upon research.

3. An inservice program should be developed for the supervisory staff with emphasis on program planning and evaluation, use of local advisory groups and procedures for initiating pilot and experimental programs.

Q. Health Occupations Education

1. A separate section should be established for Health Occupations.

2. An adequate staff should be provided with competencies in the health field to administer and supervise health manpower training programs.

3. Provision should be made for teacher-training programs--both preservice and inservice.

R. Area Vocational-Technical Schools

1. Consideration should be given to making the area schools comprehensive in nature.

2. There should be coordination with Division staff for consulting and developing all programs at both the secondary and post-secondary levels.

3. Operating policies should be put in written form and distributed to all concerned with these schools.

4. Programs should be developed in new and emerging occupations. See Recommendation C.1.

5. Comprehensive inservice training programs should be provided for the staff in all the area schools.

6. Consideration should be given to expanding the general education program for adults to all area schools and, in some instances, charging student enrollment fees.

S. Area Redevelopment and Manpower Training Program

1. There should be more follow-up and evaluation. See Recommendation C.1.

2. Coordination should be increased with staff in other program areas.

T. Vocational Standards Program

1. Additional staff should be provided.

U. Trade and Industrial Education

1. Additional staff should be provided.

2. Clearly-defined responsibility for supervision of Trade and Industrial Education programs operating in Area Vocational-Technical Schools should be given this section. See Recommendation R.2.

V. Adult Basic Education Program

1. Adult Basic Education should be vocationally oriented.

W. Civil Defense Education Program

1. Follow-up and evaluation should be increased.

X. Approving Veterans Training

1. One additional professional staff member should be provided.

b. Recommendations Concerning the State Vocational Agency in State B.

A. The Legal Basis for the Division

1. The Division should seek the enactment of legislation which would clarify the relationships between the State Junior College Board and the State Board for Vocational Education. Through the latter, the Division of Vocational, Technical and Adult Education should be given specific responsibility for leadership development and supervision for instructional programs in Vocational and Technical Education at both the high school and post-high school levels in all types of educational institutions.

2. The relationships between local junior college Boards of Trustees and District School Boards should be clarified in relation to planning and operating programs of Vocational, Technical and Adult Education. If this cannot currently be done by the State Junior College Board and the State Board for Vocational Education, legislation should be recommended that would accomplish this purpose.

3. The Division should work cooperatively with representatives of appropriate public and private agencies in the development of recommended legislation granting to the State Board of Education authority to set minimum standards for non-public schools.

B. The Philosophy and Objectives

1. The Division's statement of Philosophy and Objectives, including both short and long-range goals, should be periodically reviewed, up-dated and widely disseminated.

C. Organizational Structure

The Division should be reorganized to reduce the number of persons reporting directly to the Director and to improve the efficiency and capability of the staff.

1. An Administrative Unit should be established and assigned responsibilities in areas such as:

   a. Budget development.
   b. Projects and grants.
   c. Personnel.
   d. Community relations.

2. A Unit for Planning should be created to perform the following services:

    a. Develop and coordinate planning for programs in cooperation with program specialists.
    b. Plan educational facilities and provide consulting services in this field.

3. A Unit for Program Services should be established to perform such services as collection of demographic information, guidance, teacher education, teacher certification, staff development, accreditation, and inter and intra-department correlation.

4. A Unit for Program Administration and Services should be established with a staff to coordinate instructional services at the State level and at the area levels.

5. A Unit for Research and Evaluation should be established to:

    a. Coordinate vocational education research.
    b. Evaluate vocational education programs and services.

6. Consideration should be given to assigning the Diversified Cooperative Education and Work Experience Program responsibilities to an Administrative unit with programs more compatible to the diversified occupations concept.

D. Policy-Formulating Functions

1. Procedures should be developed for specifically involving staff members in policy development, and staff initiative in policy formulation should be re-emphasized.

2. A policy statement describing the roles of the State Board and the staff should be included in the policy manual.

E. Staffing

1. Comparative data, contrasting the salary levels in the Division with comparable state divisions in other states, representative school districts, and with the universities, should be collected as a basis for seeking more appropriate salaries for Division staff.

2. Information concerning open positions should be circulated widely in the profession.

3. Inservice training programs should be developed for all Divisional personnel.

4. All new staff members should be given orientation to the Division through participation in a program developed to provide this service. See Recommendation C.3. above.

F. Financing

1. A manual should be developed describing the Division's internal fiscal procedures such as specific budgeting, purchasing, and payment methods.

2. A workshop should be held to inform staff in regard to the budgeting structure and fiscal summaries. Such summaries should be issued as frequently as needed for the use of program administrators.

G. Planning

1. With the aid of appropriate advisory groups, the Division should assume the initiative in planning and requesting authorization and resources for innovative practices and programs.

H. Coordinating Functions

1. The Division should create a standing committee of representatives of instructional areas to review and discuss the interrelationships of vocational-technical programs with programs in other divisions of the State Department and with teacher-training institutions.

2. Inservice training should be held for vocational guidance personnel and school counselors so that the role and relationships between the two areas may be continually reviewed and improved.

3. The Division should take the initiative in forming closer ties and better communications with the Division of Curriculum and Instruction of the State Department of Education.

4. The Division should broaden its working relationships with other State agencies concerned with Work Force, Health and Welfare of the State.

I. Directing of the Division

1. More definitive policies should be established concerning the working relationships of Division staff members with all levels of local school personnel.

2. Every effort should be made to reduce staff administrative tasks so that consultative and advisory services can have maximum attention. See the Recommendations in C.1. above.

J. Communicating Functions

1. There should be more carefully-planned communication between the central office staff and field staff members.

2. More frequent intra-section and intra-Division staff meetings should be held.

3. Each program section should have a Statewide advisory committee.

4. The Division should subscribe to a news-oriented clipping service.

K. Promoting Functions

1. Promotional activities in the Division should be coordinated with the Department of Education promotional program.

2. The Division should conduct an annual Public Information Workshop for the Division staff and local school staffs.

3. An evaluation procedure should be developed to evaluate promotional activities annually.

L. Researching Functions

1. The Research Advisory Committee should be activated.

2. Data developed and disseminated about employment needs in State B should be expanded to include a geographic area larger than State B. Areas where State B students are likely to find employment should be included.

3. The Division should broaden its services in the distribution of research data to all county school systems and junior colleges.

4. The effectiveness of the Research Coordinating Unit should be evaluated in terms of established criteria.

5. Staff use of ERIC and other information distribution systems should be stressed.

6. Concise and definite procedures for the inservice training of personnel at the State and local levels in the research and development process should be initiated to increase the research capability of the State.

M. Supporting Services and Facilities

1. An effort should be made to secure adequate housing for the Division. If at all possible, each program director should be located in close proximity to his staff.

2. Inservice training should be held to inform staff members concerning the availability of statistical services, and other internal supporting services. Routine office supplies should be immediately available.

3. Consideration should be given to increasing the availability of graphic arts services and duplicating services, and improving telephone service.

4. A curriculum center should be established for the development and production of instructional materials.

N. The Agriculture Education Program

1. The interest in the area of the agri-business should be continued and emphasized.

2. Long-range goals should be developed with appropriate objectives stated in terms of performance criteria.

O. The Business Education Program

1. An analysis should be made of the activities of the incumbent staff to determine whether or not it would be appropriate to re-define and possibly up-grade some positions within the section and to determine whether additional staff is needed.

2. Provision should be made for periodic formal evaluation.

P. The Cooperative Education Program

1. There should be an early evaluation of this program to determine whether or not it should exist as a separate program.

Q. The Disadvantaged Education Program

1. A special effort should be made, as new staff members are added, to recruit persons with special knowledge and background in working with the disadvantaged.

2. Special staff development workshops should be held and arrangements made for staff to observe exemplary programs for the disadvantaged--both in State B and in other states.

R. The Distributive Education Program

1. Consideration should be given to establishing a separate section for Distributive Education.

2. Additional personnel should be added in the field offices.

S. The Health Occupations Education Program

1. A separate section for Health Occupations should be created.

T. The Home Economics Education Program

1. Staff meetings should be regularly scheduled to discuss the work of this unit and to improve communication among the members.

2. Short and long-range goals should be established together with a plan for formal written evaluation on a regular basis.

3. An Advisory Committee should be created.

U. The Junior High School Work Experience Program

1. Additional staff should be added.

2. A Statewide Advisory Committee should be created.

3. Provision should be made for periodic formal evaluation.

V. The Technical Education Program

1. Additional staff should be added.
2. A carefully-planned inservice training program should be provided.
3. Closer contacts and better communication should be established with teacher-trainers.

W. The Trade and Industrial Education Program

1. Plans should be developed for periodic formal evaluation.
2. Research efforts should be reviewed and strengthened.
3. The section needs more direct access to a better library of educational materials, research reports, and publications.

X. The Adult and Veterans Education Program

1. An inservice training program should be provided to improve orientation of staff to their leadership role, program objectives, and individual responsibilities.
2. Specific provision should be made for periodic formal evaluation.
3. Professional library resources for Adult Education should be immediately available to the staff.

Y. The Program Services Program

1. Additional staff should be added.
2. Evaluation procedures should be developed and implemented to provide information for improving services and dispelling misunderstandings by vocational service units relative to the purposes and objectives of Program Services.
3. Program Services should develop a Promotional Program for consideration by the entire Division.

Z. The Manpower Development and Training Program

1. Efforts should be continued to give the Division a greater voice in the formulation of federal policies and regulations.

c. Recommendations Concerning the State Vocational Agency in State C.

A. Philosophy and Objectives of the Branch

1. The Vocational Education Branch should develop, through staff and Advisory Committee participation, a written philosophy for the system of vocational education. This philosophy should then be evaluated within the framework of the Department philosophy for the total system of education for State C.

B. Organizational Structure of the Branch

The Vocational Branch has a very able professional staff. To improve its effectiveness and to provide better coordination of its services, consideration should be given to reorganizing the Branch.

1. A Service Division should be established to provide such services as (a) research, (b) budget preparation, (c) preparation of reports, (d) processing of documents for payments to school districts, and (e) public information.

2. A Division should be established for Program Planning, Development and Evaluation to perform such services as (a) collecting demographic information, (b) planning educational facilities, (c) providing consulting services to school districts concerning vocational education facilities, and (d) developing plans for programs and program evaluation. This Division should emphasize the utilization of temporary "task forces" to do much of its work, with these task forces being recruited from the program sections concerned.

3. A Division should be established for Program Administration and Services to coordinate the instructional services of all program sections.

C. Policy-Formulating Functions of the Branch

1. The Branch should review existing policies and evaluate them for updating purposes.

2. A system should be developed to provide for thorough staff participation in the formulation of new policies.

3. Policies should be developed and adopted governing the approval for reimbursement of all vocational programs in both secondary and post-secondary schools.

4. The adoption of new policies or revisions of present policies should provide adequate lead-time before their effective dates to allow those who would be affected by new or revised policies to make necessary adjustments.

D. Staffing of the Branch

1. Salary levels should be established for the professional staff that will make possible the recruitment of State C educators.

2. A thorough analysis should be made of individual staff member responsibilities and workloads.

3. The number of staff members should be increased to service adequately the vocational programs in both secondary and area schools.

E. Financing of the Branch

1. A system should be established for section chiefs to submit in writing budget requests for consideration in developing the Branch budget.

2. Policies should be formalized regarding steps and procedures to be followed in determining what reimbursement should be made to districts for vocational programs when minimum requirements are not being met.

3. Fiscal policies should be made available to both Branch staff and school districts.

4. Standards for the allocation of capital-outlay funds should be clearly stated and distributed to interested persons.

F. Planning Functions of the Branch

1. The Branch should develop a long-range plan for vocational education which focuses on program goals. Staff personnel should be provided with opportunity and time to participate in this planning. Preferably this should be accomplished by task forces recruited from the program sections and coordinated by the Program Planning Division recommended under B.2 above.

G. Coordinating Functions of the Branch

1. Local educational personnel should be involved to a greater degree in the development of operating policies and procedures for instructional programs.

2. The Branch should assume the initiative in developing closer coordination with other Branches of the Department.

H. Directing Functions of the Branch

1. There should be continual emphasis on the total goals of the Branch as individual program section staffs work with local school district personnel.

2. The Branch should encourage the relating of activities of each section to the total goals of the Branch. See Recommendation B.3.

I. Communicating Functions of the Branch

1. The State Department should evaluate its formal system of internal communication below the Associate Superintendent level. The cabinet level meetings seem to provide effective communication at the top levels of administration.

2. The Branch should improve its communication with local education groups and the general public either directly or through the public information services of the State Department. Regular press releases should be provided to State and local newspapers.

3. Policies should be adopted defining the role of advisory committees, the duties and responsibilities of members and the relationship of the committees to the Branch.

4. Procedures should be established to keep all staff members informed about Branch policies and practices.

J. Promoting Functions of the Branch

1. Definite plans, with specific responsibilities of staff members, should be developed for promoting vocational education in the State.

K. Researching Functions of the Branch

1. The Advisory Committee on Research should be reorganized to include wider representation.

2. A plan should be developed for more effective coordination of research activities, including a plan for the dissemination of research findings.

3. The research section should be appropriately staffed to perform the services required of it.

L. Supporting Services, Facilities and Equipment of the Branch

1. The printing and duplicating capability should be evaluated. Staff personnel should be actively involved in discussing problems related to these supporting services.

2. The Branch should study the contribution a curriculum development center would make to the instructional program and should study the feasibility of establishing such a supportive service.

3. The effectiveness of the mailing service to area schools should be evaluated.

M. Vocational Agriculture Program

1. A written statement of Philosophy and Objectives should be developed.

2. Plans should be developed for periodic evaluation.

3. A staff time-utilization study should be made and an over-all assessment of priorities within the section should be made. See Recommendations D.2. and D.3.

N. Business Occupations Program

1. A Philosophy and Objectives should be developed indicating short and long-range goals.

2. Programs of instruction in business education should reflect developing job opportunities.

3. Plans should be developed for periodic evaluation.

O. Vocational Guidance Program

1. The articulation within the Guidance Section and the dedication to the system of services to students rather than a commitment to service areas should be encouraged.
2. A clear cut statement of philosophy and objectives of vocational guidance should be developed.
3. The line of responsibility for the Guidance Section should be more clearly defined.

P. Health Occupations Program

1. A written statement of Philosophy and Objectives, with goals clearly defined, should be developed.
2. Plans should be developed for periodic evaluation.
3. See Recommendations D.2. and D.3.

Q. Home Economics Program

1. See Recommendations D.2. and D.3.
2. Goals need to be established and periodically reviewed.
3. Branch staff should work with teachers in district or area groups rather than on a person-to-person basis.

R. Manpower Development Program

1. An inservice training program for instructors should be initiated.
2. Plans should be developed for periodic evaluation.
3. Appropriate use should be made of an Advisory Committee.

S. Research Coordinating Program

1. The position and role of the Research Coordinating Unit should be more clearly defined.
2. The Advisory Committee for the Research Coordinating Unit should be reorganized and the membership broadened.

3. Closer coordination should be established between the Research Coordinating Unit and the Media Center in collecting, cataloging, storing, and dissemination of material.

4. The Research Coordinating Unit emphasis should be upon coordinating the various research efforts in vocational education.

T. Special Needs Program

1. The services of personnel should be more closely identified with the various sections of the Branch.

2. Guidelines should be developed for program direction.

3. Educational materials should be developed.

4. More staff should be assigned.

5. Special inservice training programs should be established for all of the Branch staff who have any responsibility for programs of instruction for children with special needs.

U. Trade and Industry Program

1. A written statement of Philosophy and Objectives, with both short and long-range goals should be prepared.

2. Specific plans should be developed for periodic evaluation.

3. See Recommendations D.2. and D.3.

d. Recommendations Concerning the State Vocational Agency in State D.

A. Legal Basis for the Division

1. The statutes governing vocational-technical education should be recodified and, if necessary, legislation should be enacted clarifying the role of the State Board of Vocational Education in accepting and expending funds.

B. Philosophy and Objectives of the Division

1. The Division of Vocational-Technical Education should develop its own statement of Philosophy and Objectives, consistent with that of the State Department of Education, and give it wide circulation.
2. The Objectives should give appropriate consideration to secondary, post-secondary and adult education.

C. Organizational Structure of the Division

1. An organizational chart should be developed to show staff positions, lines of authority and responsibility and the relationship of sections to one another.
2. The position of Assistant to the Assistant Superintendent for Vocational-Technical Education should be established.
3. A position for Public Information, attached to the Office of the Assistant Superintendent for Vocational-Technical Education, should be established.
4. The duties and responsibilities of new positions (and wherever lacking for present positions) should be clearly defined in writing.
5. Consideration should be given to locating the Research Coordinating Unit in the Vocational-Technical Division.

D. Policy-Formulating Functions of the Division

1. A procedure should be established for policy development, including specific provisions for staff participating in initiating, developing and reviewing policy.
2. A policy handbook should be developed, kept up-to-date, provided to each staff member, and distributed to other interested persons.

E. Staffing of the Division

1. A review should be made of all salaries and improvements made where needed.

2. An inservice training and orientation program should be provided for all staff members.

3. A review should be made of the workload of both the professional and clerical staff and additional staff added as needed.

F. Financing of the Division

1. Policies concerning the allocation and disbursement of federal funds should be formalized.

2. The present fiscal summaries should be reviewed, modified if necessary, and discussed with staff members who need or use this information.

3. Consideration should be given to placing persons in key positions on payrolls paid from State appropriated funds.

G. Planning Functions of the Division

1. The objectives and functions of the Planning and Development Section should be reviewed. More emphasis should be placed upon the utilization of task forces from other sections.

H. Coordinating Functions of the Division

1. The Divisions of Vocational-Technical Education, Instruction, Vocational Rehabilitation, and Special Education should jointly plan and implement specific coordination.

2. The Division of Vocational-Technical Education should seek closer coordination with other State agencies such as Employment Services and Health.

I. Communicating Functions of the Division

1. A program of public information should be developed with a staff person responsible to the Assistant Superintendent for Vocational-Technical Education. See Recommendation C.3.

2. Notice of pertinent actions or policy statements (such as by the Division Head, the Commissioner, or the State Board) should be distributed to the staff in writing and, if necessary, discussed in staff meetings.

J. Researching Functions of the Division

1. The Research Coordinating Unit should be staffed and oriented to practical research in order to provide maximum service to Vocational-Technical Education.
2. The procedures should be improved for selecting information to be placed in the computer.
3. Membership on the Research Advisory Committee should be broadened.

K. Supporting Services, Facilities and Equipment of the Division

1. Consideration should be given to establishing an instructional laboratory and media library and making greater use of ERIC and other central sources of information.
2. More adequate services should be provided in the graphic arts and statistical field.
3. Space should be provided for the use of section chiefs for private consultations.
4. The present policy in regard to the use of private cars and State cars should be reviewed and the results brought to the attention of the State Superintendent.

L. Agriculture Education Program

1. A written plan should be developed for periodic evaluation.
2. More professional and clerical staff should be added.
3. Greater use should be made of the State Advisory Committee.
4. The staff should indicate areas of needed research.
5. The Philosophy and Objectives should be reviewed and modified as necessary.

M. Business Education Program

1. More professional and clerical staff should be added.
2. A written plan should be developed for periodic evaluation.
3. A written statement of goals and objectives should be prepared.

N. Distributive Education Program

1. Both long-range and short-range goals should be established.

2. The staffing needs should be thoroughly analyzed in terms of approved goals and staff added as needed to help meet these goals.

O. Industrial Arts Education Program

1. Additional staff should be provided.

2. The statement of philosophy and objectives should be reviewed and revised as needed.

P. Home Economics Education Program

1. A written statement of Philosophy and Objectives, covering all phases of the program, should be prepared and kept current.

2. Short-term and long-range goals should be developed.

3. Procedures should be developed for periodic evaluation.

Q. Technical Education Program

1. Technical Education should be made an integral part of each of the instructional areas in the Division.

2. Short-term and long-range goals should be established.

3. Inservice training programs should be provided for administrators, supervisors, and teachers.

4. The professional and supporting staff workloads should be carefully reviewed and additional staff added as needed.

R. Trade and Industrial Education Program

1. The Health Services should be removed from Trade and Industrial Education and established as a separate section.

2. Written plans should be developed for periodic evaluation.

3. A written statement of philosophy and Objectives should be developed.

4. The professional and supporting staff workloads should be reviewed and additional staff added as needed.

S. Special Programs and Services

1. Definite plans should be made for periodic evaluation.

2. There should be a planned follow-up of Manpower Development Training Act trainees to determine the effectiveness of this training program.

e. Recommendations Concerning the State Vocational Agency in State E.

A. Legal Basis for the Office

1. There should be a re-codification of the school laws.

2. A statutory basis should be established for the coordination of Vocational-Technical Education at all levels.

B. Philosophy and Objectives of the Office

1. A plan should be developed for involving all the professional staff in the development and periodic review of the Philosophy and Objectives.

2. A copy of the Philosophy and Objectives should be given to all staff members and widely disseminated in the State.

C. Organizational Structure of the Office

1. Consideration should be given to organizing the Office in four units, each headed by a person responsible to the Director. Below are suggested the units and their responsibilitiies:

   a. Program Planning and Development. This is recommended to provide closer coordination among program services and to give maximum assistance to local districts in developing a total program of vocational education. The present Program Services unit should be made a part of the Program Planning and Development unit here being recommended.

   b. Ancillary Services. Among the services that might be included are teacher education, instructional media, research, facilities and equipment.

   c. Administrative and Fiscal Services. This unit might include personnel, statistical and reporting services. Also budget preparation, preparation of reports, and fiscal services.

   d. Area Vocational Schools. The present "area trade schools" might be given the name "area vocational schools" and developed into comprehensive vocational schools with offerings in a number of areas.

2. Uniform districts for program services should be established and area supervisors for the program services housed in the same office to provide coordination of vocational programs in a district. These districts should coincide with the Governor's planning districts. The vocational districts might include one or more of the planning Districts.

D. Policy-Formulating Functions of the Office

1. Plans should be developed that will provide more staff participation in policy development.

E. Staffing of the Office

1. The present salary structure for both professional and clerical staff should be reviewed and schedules developed providing uniform pay for persons with equal qualifications and responsibilities.

2. A program should be developed for the training and retraining of staff to assume new leadership roles and to provide for the administration and supervision of new programs.

3. Consideration should be given to providing for sabbatical or educational leave for professional improvement of the staff.

4. Policy should be developed and priorities established for staffing new positions and for replacements.

F. Financing of the Office

1. A policy manual and procedures regarding Office financing should be issued to staff members.

2. A manual should be developed describing the basis for allocating both Federal and State funds to school districts for vocational programs, services, and activities. This manual should be issued to the Office staff and to school districts.

G. Planning Functions of the Office

1. Office staff, general education staff in the State Department local school district educators, and employers should be more effectively involved in program planning, implementation and evaluation.

2. An effort should be made through the formally-approved structure to involve the political leadership in the Governor's office and the Legislature in the program planning with which they are concerned and for which they have the responsibility for making recommendations.

H. Coordinating Functions of the Office

1. General staff meetings should be held regularly.

2. A positive effort should be made to improve the coordination of Vocational-Technical Education at all levels.

3. Closer working relationships should be established and maintained with the Division of Instruction in the State Department of Education and with the State agencies for Vocational Rehabilitation, Employment Services, Welfare, and Health.

I. Directing Functions of the Office

1. Positive leadership should be provided to school districts that do not ask for assistance, as well as those who do, to help them recognize their responsibility for developing vocational programs to meet the occupational needs of their students and the manpower needs of employers.

2. One application form and one budget should be developed for the total vocational program of a school district.

J. Communicating Functions of the Office

1. Emphasis should be placed on clearly defining the role and function of Vocational Education as it relates to the total education program in order to increase the understanding of the educational, social, and economic impact of good vocational programs on students and the State.

2. The effort should be continued and increased to better inform all guidance counselors in regard to occupational training opportunities and needs.

3. Detailed plans should be developed and followed in regard to the most effective way of capitalizing on advisory committees as a means of two-way communication.

4. There should be a planned inservice training program of staff in regard to effective ways of providing public information.

K. Promoting Functions of the Office

1. Advisory Committees should be established in each program area and regularly used. See Recommendation J.3.

2. A working relationship should be established with Technical Education to provide complete vocational programs at all levels, avoid duplication and supplement the efforts of each. Agreements and understandings should be in writing and given wide distribution.

L. Researching Functions of the Office

1. The present arrangements for research should be carefully reviewed to determine whether the structure best serves the unique roles of the Office.

2. There should be a written contractual agreement with any contracting agency which clearly specifies how that agency can and will carry out the research function. Detailed goals and objectives of both practical and pure research should be constantly reviewed and reevaluated to meet both specific and changing needs.

M. Office Supporting Services, Facilities and Equipment

1. Consideration should be given to establishing in the Office a section for statistical services and one for instructional media.

2. More adequate parking space should be provided for the Office staff.

3. More adequate space and facilities should be provided for the District offices.

4. More adequate graphic arts services should be made available for the Office.

N. Vocational Agriculture Education Program

1. An active State Advisory Committee should be utilized.

2. The inservice training program for district supervisors and agriculture teachers should provide experiences to help keep them abreast of technical developments in the field of agriculture.

O. Office Occupations Education Program

1. A statement of philosophy and objectives should be developed. It should outline:

   (a.) The people to be served.
   (b.) The programs to be offered.
   (c.) Specific objectives which [illegible]e measurable for each program.

2. A written plan should be developed for evaluating the program.

3. A more effective teacher education program should be established.

4. More cooperative and simulated programs should be established.

5. Closer relationships should be established with the Employment Service and business to improve placement of students.

P. Trade and Industrial Education Program

1. A separate section should be established for Health Occupations.

2. The number of teachers being prepared for this program should be increased and more special inservice training should be provided for those now teaching.

3. The public information program should be increased in order to provide a better understanding of its roles and functions. Such information should be disseminated to schools, business and industry.

Q. Home Economics Education Program

1. Additional staff members should be provided, especially to develop programs for the disadvantaged and to develop innovative and exemplary programs.

2. The Office should encourage the establishment of local Advisory Committees for occupational training.

R. Distributional Education Program

1. Criteria should be developed for evaluating programs in terms of specific objectives.

2. A statement of Philosophy and Objectives should be developed and distributed.

3. A staff member should be added to assist in the development of instructional materials for teachers.

4. Additional supervisors should be provided on a district basis to supervise and help evaluate programs.

(ANNOTATED)

BIBLIOGRAPHY

BIBLIOGRAPHY (ANNOTATED)

A. THE ORGANIZATION SHOULD DEPEND UPON THE DEFINITION OF VOCATIONAL EDUCATION

For many years the term "vocational" education was specifically define to encompass a very few federally-reimbursed programs. Today this is no longer true. Such words as "career" education, "occupational" education and "vocational" education are widely used with sometimes varying, sometimes discreet, sometimes overlapping, sometimes congruent meanings. In general, the meaning of such words today is usually to encompass a much broader area than did the original "vocational" education (circa 1918-1955). Perhaps most of the time, today, the words occupational, career, and vocational education are used interchangeably and include:

1. Orientation in the elementary grades.
2. Exploration and cluster training in the elementary and early high school grades.
3. Specific job training in grades 11 and 12.
4. Post high training (grades 13 and 14) for employment.
5. Usually (but not always) for jobs or positions which do not require a baccalaureate degree.

B. OCCUPATIONAL EDUCATION SHOULD BE ORGANIZED WITH NATIONAL NEEDS IN MIND BUT WITH THE STATES EXERCISING INITIATIVE AND ASSUMING RESPONSIBILITY.

"....the choice among occupational offerings is in the hands of local boards and administrators, who are under pressure to tailor the program to the more immediate needs of the local (tax-paying) industry. On the other hand, the industrial complex of the nation is being made and remade so swiftly, and plant and worker mobility are so high that narrow, local training may have short relevance for the new worker. This again points to the need for a more broadly based vocational-technical education, one consonant with long-term regional and national manpower demands."

-Grant Venn. Man, Education, and Work, p. 33. American Council on Education,Washington, D.C. 1963.

"Transcending all other considerations, as we seek new forms of Federal fiscal relief for the states, is the need not simply to increase their resources but to restore their vitality; not simply to make them better 'service stations' of federalism but to release their creative and innovative energies; not simply to pay lip service to 'states' rights' but to give substance to local self-government."

-Walter W. Heller. New Dimensions of Political Economy, p. 168. Harvard University Press, Cambridge, Massachusetts. 1966.

C. OCCUPATIONAL EDUCATION IS NOT ORGANIZED TO SERVE ALL WHO SHOULD BE SERVED

A technological society needs more than an educated elite.

"A society such as ours has no choice but to seek the development of human potentialities at all levels. It takes more than an educated elite to run a complex, technological society. Every modern, industrialized society is learning that hard lesson."

-John W. Gardner. Excellence, p. 77. Harper and Bros., New York. 1961.

Official objective of the New York State Board of Regents

"To provide appropriate occupational education for state residents of varying ages, education, and needs, wherever they live."

-From unpublished article by Dr. John A. Reeder, Professor, Vocational Technical Education, State University College, Buffalo, New York.

Resolution of the American Association of School Administrators, 1967

"Vocational-technical education should receive the emphasis and respect it deserves and should be available to all who by inclination and talent need such opportunity."

The resources of a State are wasted unless appropriate education is provided for all.

"It was and must always be our purpose to develop a system of schools which neglects no child and disregards no talent. If the old ways didn't work, then we must try new ways. If the new ways didn't work, or weren't fully effective, we couldn't give up. We had to try again, or redesign, or go another way, for we could not waste the resources of the state."

-Terry Sanford, Former Governor of North Carolina, in But What About the People?, p. 156. Harper and Row, New York. 1966.

Sporadic provisions for vocational education

"The Panel found that vocational education is not available in enough high schools. In a special study made by the Panel of 3,733 public high schools in 6 representative states, only 5 percent offered trade and industrial courses, and less than half offered courses in homemaking or vocational agriculture. Even in the largest cities, less than one-fifth of the high school students are enrolled in vocational education programs although two-thirds of those completing the high school curriculum will not complete four years of college training.

"The Panel also found that vocational education programs are not preparing people for enough kinds of jobs. One study which compared vocational education enrollments with subsequent occupational employment found that only 10 boys studied vocational agriculture for every 100 males employed in that field. The ratios were even less satisfactory in wholesale and retail trade (1:200) and manufacturing and construction (2:444). In only nine States can one learn to be an office machine repairman through the federally reimbursed vocational education program. Similarly, only 11 states offer federally reimbursed courses in electric appliance repair, only 6 teach heating and ventilating mechanics through this program, and only 11 prepare people for work as drycleaners, spotters, or pressers."

> -Panel of Consultants on Vocational Education.
> *Education for A Changing World of Work*, p. xvii.
> U.S. Government Printing Office, Washington, D.C.
> 1963.

A minority of youth of high-school age enroll in federally-aided vocational programs.

The U.S. Census of Population, 1960, discovered 11,247,811 youth 14 to 17 years of age. Of these 9,841,145 were in school. Not all who are in school are in secondary schools. The enrollment in federally-aided vocational classes in the high schools was 2,140,756 in 1963-64. Data regarding high school enrollments in vocational classes are from a publication of the U.S. Office of Education: *A Review of Activities in Federally Aided Programs in Vocational and Technical Education, Fiscal Year 1964*.

Disparity in enrollments in professional and unprofessional programs beyond the high school

The 1960 U.S. Census of Population reported that 63.8 percent of youth 18 and 19 years of age were enrolled in colleges. In 1963-64, 400,488 persons were enrolled in vocational and technical programs in area schools; many of these were more than 19 years of age. Colleges were designed to prepare for the professions. In 1960 only 10.1 percent of the male workers in the United States were engaged in professional, technical, and kindred occupations.

Enrollment in federally-aided distributive education in selected states in relation to the populations of these states

	Enrollment for Each 10,000 of the State's Population
California	651
Virginia	522
Florida	401
Texas	340
Michigan	268
Oregon	70
Indiana	62
Massachusetts	57
Oklahoma	55
Illinois	41
Alabama	36
Connecticut	24
New Jersey	17

-Based on data from the U.S. Census and A Review of Activities in Federally Aided Programs of Vocational Technical Education, Fiscal Year 1964, U.S. Office of Education.

Experienced labor force of the United States, 1960, and enrollment of adults in federally-aided programs of vocational education, 1963-64

Experienced labor force	67,900,673
Enrollment of adults in federally-aided classes in vocational and technical education, 1963-64	2,025,149
Ratio of adults enrolled, 1963-64 to labor force, 1960	1:33

-Data from A Review of Activities in Federally Aided Programs of Vocational and Technical Education, Fiscal Year 1964 and Wattenburg and Scammon, This U.S.A., pp. 393, 425.

Need for and neglect of vocational education in suburbs

"In its report on Metropolitan Social and Economic Disparities: Implications for Intergovernmental Relations in Central Cities and Suburbs, the Advisory Commission on Intergovernmental Relations found that, relative to their population, suburban areas have almost as great a need as their central city for new and specialized vocational education programs to train dropouts and near dropouts and retrain adults who are undereducated or whose occupations have become obsolete. For the Nation as a whole, the number of persons 25 years of age and older with less than four years of high school (dropouts) living in suburban areas is nearly equal to the number living in the central cities. The percent of 16 and 17 year olds not enrolled in school (dropouts) is almost equal in central cities and suburbs. Furthermore, the occupational groups which are declining in relative demand (craftsmen, operatives, and laborers) are found living just as frequently, or more so, in the suburbs as in the central cities. Finally, unemployment is not much less in suburbs (4 percent) than in the central cities (5 percent).

"Despite this need for vocational education in suburban areas, suburban school districts frequently have inadequate vocational education facilities for both high school and post-high school students."

-1967 Legislative Program of the Advisory Commission on Intergovernmental Relations, p. 528. The Commission, Washington, D.C.

How to provide occupational education in small school districts?

"About half of all independent school districts have less than 50 pupils, but these account for only 1 per cent of public school enrollments. Even within the nation's standard metropolitan statistical areas, some 600 of the 6,000 independent school districts had less than 50 pupils in 1962, and an equal number had between 50 and 150."

-Committee for Economic Development. Modernizing Local Government, pp. 31-32. The Committee, New York. 1966.

An expression of concern about the organization of occupational education

"This proposal arises out of the evident inadequacy of the principles, practices, content, and organization of contemporary education in providing the majority of the youth of this country with necessary occupational skills. Accordingly, the study is addressed to the following problem: What pattern of education will best prepare American youth for satisfying, useful, gainful work at the termination of the period of formal schooling?"

-Dr. N.H. Frank, Professor of Physics, Massachusetts Institute of Technology, in submitting a proposal to the U.S. Office of Education. Included in Summary Report of the Summer Study on Occupational, Vocational, and Technical Education, p. 1. Science Teaching Center, Massachusetts Institute of Technology, Cambridge, Massachusetts. 1965.

D. HUMAN AND SOCIAL PROBLEMS RESULT FROM INADEQUATE ORGANIZATION TO PROVIDE OCCUPATIONAL EDUCATION

Unfit for military service and untrained for other work

"Only one out of six mental rejectees had vocational training as their major course in high school."

> -U.S. Department of Labor and Selective Service System survey in November, 1963 of 2,500 young men who failed the Armed Forces Qualification Test, reported in One-Third of a Nation, p. A-11, report of The President's Task Force on Manpower Conservation. U.S. Government Printing Office, Washington, D.C. 1964.

One segment of the population that could be more adequately served by occupational education

"The Bureau of Labor Statistics of the United States Department of Labor surveyed out-of-school youth as a part of the February, 1963 monthly survey conducted by the Bureau of Census through its Current Population Survey. The sample involved young people between the ages of 16 and 21 who were no longer in school, were not college graduates, in the Armed Forces, or in mental or correctional institutions at the time of the survey. Still another survey report based on annual averages was made for 1964. From the Bureau of the Census interview sample of about 17,000 households in 357 parts of the country, it was estimated that there were more than three million high school dropouts in the age group studied in 1963, or about 45 percent of the out-of-school youth under the age of 21. About 7 percent had had some college and 48 percent were high school graduates."

> -Dorothy M. Knoell. Toward Educational Opportunity for All, pp. 51-52. Office of the Executive Dean for Two-Year Colleges, Albany, New York. 1966.

Youth out of school and unemployed

"During the school months of 1962 from 600,000 to 800,000 young people between 16 and 21--as many as the entire population of cities the size of San Francisco, St. Louis, or Boston--were out of school and looking for jobs.

"About 1 in 6 of the unemployed who are out of school are 16- to 21-year-olds, although this age group makes up only about 1 in 14 of the Nation's labor force.

"Unemployment among teenage Negro youth is double that of white boys and girls.

"School dropouts suffer most from unemployment and have greater difficulty in finding work.

"Coupled with these sobering facts about the present is the even more disturbing outlook for the future. We face an unprecedented growth in the number of young people and a substantial reduction in the numbers of jobs traditionally open to youth.

"Twenty-six million boys and girls will leave school and seek jobs during the 1960's, 40 percent more than in the 1950's. By the late 1960's three million new workers will enter the labor force each year.

"If our current rate of youth unemployment persists, as the youth population increases, by 1970 the number of unemployed youth will be close to 1½ million."

> -President's Committee on Youth Employment. The Challenge of Jobless Youth, p. 2. U.S. Government Printing Office, Washington, D.C. 1963.

Youth unemployment: "social dynamite"

"With the tremendous boom in the nation's youth population during the current decade, there is no telling what youth unemployment might total by 1970 when there will be 20 million youths in the labor force. Large scale unemployment among the younger generation can have disastrous results.

Even now, as has been suggested by Dr. James Conant, former president of Harvard University, youth employment has all the makings of 'social dynamite'."

-AFL-CIO American Federationist, April, 1963.

"Organized to keep youth out of work?"

"It is not improbable that a world organized to keep youths out of work until an unwholesomely emotionalized juvenility has set as their final characters is organized for its own self-destruction."

-Franklin Bobbitt, The Curriculum of Modern Education, McGraw-Hill Book Co., New York. 1941 p. 395.

E. PUBLIC OCCUPATIONAL EDUCATION IS FRAGMENTED AND IS INADEQUATELY RELATED TO GENERAL EDUCATION.

Effects of ear-marked aids

"There is need for reversal of some tendencies of fragmentation of education into special fields that have developed as a result of ear-marked aids. The trend toward fragmentation of programs with ear-marked aids (state and federal) can lead only to increased difficulty. These special programs do more than assert the validity of these fields of activity; they give them a preferred status for the attraction and allocation of personnel among scarce resources."

-William P. McLure, Director, Bureau of Educational Research, College of Education, University of Illinois. Excerpt from unpublished talk on "Some Thoughts on a Model of a State School System." October 11, 1966.

Interrelationships of state educational agencies

"The programs of many state agencies reinforce and interlock with the public school system in varying degrees. Planning the allocation of state resources necessarily involves analysis of these interrelationships and their effects upon the quality of education."

> -National Committee for Support of the Public Schools. *Education in the States*, p. 25. The Committee Washington, D.C. 1966.

Can vocational and general education really be separated?

"The fact that general and vocational education should not and cannot be separated in an effective program for the individual child inevitably means that the agency responsible for the conduct of one must also conduct the other phase of educatonal service."

> -John Dale Russell. *Vocational Education*; p. 176 Staff Study No. 8, President's Advisory Committee on Education. U.S. Government Printing Office, Washington, D.C. 1938.

Causes of the segregation of vocational and general education

"Vocational and technical education have been isolated from the mainstream of education by Federal statute, by local and state administration, by professional organizations, and by public preference."

> -Grant Venn. *Man, Education, and Work*, p. 141. American Council on Education, Washington, D.C. 1963.

Effects of categorical aids on organization

"Categorical aids have a divisive effect on the profession. They arbitrarily elevate particular instructional fields and services and thus directly downgrade other fields of equal validity and value. They proliferate programs and build structures that are difficult to change. Staff members are divided into special-interest groups which inevitably develop insular tendencies."

-William P. McLure. *Federal Policy and the Public Schools*, p. 2. American Association of School Adminstrators, Washington, D.C. February, 1967.

Effects of the Smith-Hughes Act upon the organization of occupational education

"The essentials of our present structure of vocational education are embodied in the Smith-Hughes Act. It seems odd that a study of a field closely related to a constantly and dramatically changing world of work must pay so much attention to a Federal enactment more than forty-six years old. A study of the land-grant institutions of today, for example, would make only nostalgic reference to the Morrill Act of 1862. Yet it was the Smith-Hughes Act that both quickened and prescribed the development of vocational education in the United States; that act, though supplemented by others, remained basically unchanged to 1963, as did the philosophy which nourished it."

-Grant Vann. *Man, Education and Work*, p. 64. American Council on Education, Washington, D.C. 1963.

On pages 63 to 66, Dr. Venn spells out the ways in which the Smith-Hughes Act has dictated the organization of occupational education.

F. RELATIONSHIPS OF OCCUPATIONAL EDUCATION IN THE PUBLIC SCHOOLS TO THAT CONDUCTED BY OTHER AGENCIES

Vocational-technical education in the Armed Forces must be recognized in planning the organization of occupational education

"The Defense Department today is the largest single educational complex that the world has ever possessed....The

Services provide enlisted men with professional training in some fifteen hundred different skills."

-Secretary McNamara in Saturday Evening Post, February 25, 1967, p. 98.

Education and industry share responsibility for occupational education

"An appropriate division of labor is called for between education and industry, with education doing what it can do best (educate more broadly for a life of work and citizenship) and industry doing what it can do best (train for the specific job)."

-Grant Venn. Man, Education, and Work, p. 33. American Council on Education, Washington, D.C. 1963.

Organizing vocational education in relation to the public employment services

"A state which desires to receive its allotments of Federal funds under this part shall submit through its State board to the Commissioner a State plan, in such detail as the Commissioner deems necessary, which....(4) provides for entering into cooperative arrangements with the system of public employment offices in the State, approved by the State board and by the State head of such system, looking toward such offices making available to the State board and local educational agencies occupational information regarding reasonable prospects of employment in the community and elsewhere, and toward consideration of such information by such board and agencies in providing vocational guidance and counseling to students and prospective students and in determining the occupations for which persons are to be trained; and looking toward guidance and counseling personnel of the state and local educational agencies making available to public employment offices information regarding the occupational qualifications of persons leaving or completing vocational courses or schools, and toward consideration of such infomation by such offices in the occupational guidance and placement of such persons.

> -Section 5, Vocatonal Education Act of 1963 (Public Law 88-210, 88th Congress.)

G. ORGANIZATION FOR OCCUPATIONAL EDUCATION SHOULD TAKE INTO ACCOUNT THE LONG, SLOW PROCESS OF HUMAN DEVELOPMENT AND NOT RESORT TO SHORT-CUTS.

"....short-run policies may establish patterns which may endure for some time.

"Thus, it may be immediately useful to an industry which dominates a community to influence the character of high-school vocational education in order to help satisfy its labor needs. But this course may prove costly over the long run if major changes occur in technology, product, or plant location. Not so long ago, employers thought it desirable that the curricula of engineering schools should prescribe early specialization, so that their graduates would fit readily into the existing structure of jobs and tasks. Over the longer run, however, this policy exacted a high price in engineers who lacked the intellectual foundations and the flexibility to acquire new skills and undertake new functions.

"Inadequate understanding of the process of manpower development, and slighting of the factor of time as a key variable in that process and in policy-making, help explain the predilection of so many Americans for 'crash programs' to solve the most complicated manpower—one would do better to say human—problems."

-Henry David. Manpower Policies for a Democratic Society, pp. 106-107. Columbia University Press, New York. 1965.

H. EDUCATION FOR OCCUPATIONAL CHOICE, COMPETENCE, AND ADVANCEMENT INVOLVES MORE THAN VOCATIONAL TRAINING.

"All education contributes to vocational competency."

"In a broad sense, all education contributes to vocational competency....liberal education and vocational education are both essential aspects of the problem of preparing an individual for living and for earning a living; they cannot be thought of as hostile or mutually exclusive enterprises."

-Panel of Consultants on Vocational Education. Education for a Changing World of Work, p. 5 U.S. Government Printing Office, Washington, D.C., 1963.

Sound basic education is required for effective vocational education.

"Skills in reading, mathematics, and other general education fields are essential for acquiring specific vocational competence and the higher levels of education needed for many occupations. It is therefore essential for the schools to increase their efficiency in teaching the fundamental school subjects to all students. The early school leaver who has not acquired the basic skills is not only unable to find satisfactory employment but is also greatly handicapped in acquiring specific vocatonal training as an adult."

-Panel of Consultants on Vocational Education. Education for a Changing World of Work, p. 5, U.S. Government Printing Office, Washington, D.C. 1963.

Vocational education cannot be separated from general education at any level

"No person can be successful in occupational education unless he has the basic skills of reading, writing, listening, and computing. The separation of occupational education from general education at any level increases the possibility of limiting the individual's future development because of lack of related knowledge and general education."

-Grant Venn. Man, Education, and Work, p. 169. American Council on Education, Washington, D.C. 1963.

The best vocational education is a good general education.

"The best vocational education is a good general education, accenting basic literacy, disciplined work habits, and adaptability....If we list the frontier programs of vocational education in the United States--those reflecting vocational goals appropriate to modern society—we see they all are built on a solid general education."

-Harold L. Wilensky. "Careers, Counseling, and the Curriculum," Human Resources, 2: 1: 33-34. Winter, 1967.

Which teachers should be included in an organization to provide occupational education?

"....the teachers of language arts may contribute as much, if not more, to the vocational competence of a high school graduate than the teachers of 'vocational' courses."

-William P. McLure in Federal Policy and the Public Schools, p. 2. American Association of School Administrators, Washington, D.C. February, 1967.

I. OCCUPATIONAL MOBILITY AND MIGRATION ARE FACTORS TO CONSIDER IN ORGANIZING OCCUPATIONAL EDUCATION.

Interstate migration

"This country has a high degree of interstate migration. Each State's population includes large numbers of people born and raised elsewhere in the country.

"More than 25 percent of the nation's population lives in a different State than the State in which they were born.

"In the State with the smallest percentage of in-migrants, 12 percent of the population has come from other States. The State with the largest percentage has had almost 70 percent of its population born in other States.

"Seven States had a majority of their people born beyond their boundaries. In another nine States, a third or more of the population was born out of State."

-U.S. Department of Labor. Selected Manpower Indicators for States, p. 19. Data from U.S. Census, 1960. The Department, Washington, D.C., 1963.

All parts of the nation may be affected by inadequate organization for occupational education anywhere in the nation.

"Inequality plus mobility means that no community is immune to the effects of substandard education."

-Walter W. Heller. New Dimensions of Political Economy, pp. 122-123. Harvard University Press, Cambridge, Massachusetts, 1966.

State of birth of the experienced civilian labor force of the United States, 1960 (males 14 years of age or older)

	Number	Percent
Living in State of birth	27,047,473	67.5
Living in another State in same region	5,983,498	14.9
Living in another region	7,000,149	16.6

-U.S. Census of Population, Occupational Characteristics, p. 111.

Comment: The table does not take into account intrastate migration. It shows, however, that almost a third of the labor force (32.4 percent) is living in States other than those in which they were born.

Mobility of skilled and professional workers: number living in 1960 in states in which born, other states

	Number	Percent
Craftsmen, foremen, and kindred workers		
Living in State of birth	3,475,709	55.6
In another State, same region	1,230,969	19.7
In another region	1,541,734	24.7
Professional, technical, and kindred workers		
Living in State of birth	2,361,792	56.1
In another State, same region	815,269	19.3
In another region	1,036,571	24.6

-U.S. Census of Population, 1960. Occupational Characteristics, pp. 111-112.

Comment: These data are consistent with other data which show that the most highly educated and trained classes are the most mobile. Data from the same source show a much lower percentage of migrants among operatives, clerical workers, and farmers. If it is assumed that vocational-technical education will become more generally available and more intensive and extended in nature, higher rates of occupational migration may be expected in the general population. Organization to provide occupational education for migrants and prospective migrants will then require increased regional and national concern.

J. THE ORGANIZATION OF OCCUPATIONAL EDUCATION IN THE LOCAL PUBLIC SCHOOLS REQUIRES ATTENTION.

Enrollments in the federally-aided program of vocational education have not kept pace with secondary school enrollments.

"Between 1950 and 1960 secondary school attendance in this country increased some 50 percent. During this same period enrollments in the Federal vocational-technical program rose 10.7 percent."

-Grant Venn. Man, Education, and Work, p. 29. American Council on Education, Washington, D.C. 1963.

Emergence of nongraded elementary schools pose new problems and offer new opportunities for occupational education.

"In May, 1964, the Educational Research Service made a postal card survey of 441 school systems with enrollments of 12,000 or more. Of the 353 that responded, 32.3 percent had a nongraded sequence in one or more schools.

"Many additional school systems, too small to be included in this survey, also have nongraded schools."

-Data from National Education Association, Washington, D.C.

Comment: Nongraded elementary schools pose new problems and opportunities for occupational education. Brevard County, Florida, which has an ungraded system, is providing occupational education, ungraded, in a special school on the campus of its junior college.

What should be the high schools' contributions to vocational preparation?

"The major contribution made by vocational education at the high school level to the development of skilled workers and technicians is by way of providing a foundation for subsequent skill acquisition. A Policy for Skilled Manpower showed that almost all vocational school graduates who later become skilled workers do so through apprenticeship, informal training, or on-the-job experience. Only a very small number of the graduates from vocational high schools are equipped to be considered for skilled jobs when they first enter the labor market. Fairly substantial numbers, however, do secure employment in the fields in which they pursued their vocational studies."

-Henry David (editor). Education and Manpower, p. 127 Columbia University Press, New York. 1960.

Provisions for occupational education in small high schools

The Research Division of the National Education Association studied the offerings in a sampling of the 9,064 high schools in the United States with enrollments under 300. Enrollments were under 100 in 2,121 and under 200 in 3,798 of these schools.

The percentages of small high schools with various programs and services in occupational education were as follows:

	Percent
Home Economics, one to eight semesters	84.4
Business Education	
Typing	99.0
Bookkeeping	91.0
Shorthand	79.6
General Business	54.2
Office Machinery	20.1
Accounting	9.6
At least one other subject	21.2
Industrial Arts, one or more courses	63.1
General Shop	49.7
Mechanical Drawing	38.3
Woodworking	37.5
Metal Work	13.8
Electrical Work	8.3
Printing	1.7
At least one other subject	6.5
Agriculture, one or more courses	56.9
Vocational Agriculture	50.0
General Agriculture	11.0
Distributive Education	7.5
Counseling (general)	
Full-Time Counselors	5.0
Others Serving as Counselors:	
Classroom Teachers	53.4
Principals	21.0
Superintendents	6.5
Other Administrators	11.6
Office Workers	7.5

-Abstracted from Small High Schools. Research Division, National Education Association, Washington, D.C. 1963 120 pp.

Comment: Business Education and Industrial Arts Education, both conducted without federal aid at the time of the study were the most generally represented in small high schools. Industrial education is not mentioned. Other studies have indicated that the cooperative (work study) program in industrial education is best adapted to the extent to which vocational information and guidance were provided by the counseling programs. Distributive education, designed to prepare for about a third of the jobs in the nation, fares badly in the smaller high schools. About 71 percent of the small high schools studied were in communities of less than 2;500 population and 27 percent were in communities of 2,500 to 9,999, but only half of the small communities studied provided courses in vocational agriculture.

Vocational offerings in high schools with enrollments of 750 to 2,000 in the last four years

"The data from a sample of these indicate the following percentages having particular kinds of vocational courses:

	Percent
Business Education	100.0
Home Economics	92.5
Cooperative Programs	59.0
Distributive Education	56.0
Auto Mechanics	52.0
Construction Trades	42.5
Agriculture	42.0

-National Association of Secondary School Principals. Educating for Work, pp. 89-90. The Association, Washington, D.C. 1967.

Comment: These data indicate lack of comprehensive programs of vocational education in a group of schools large enough to provide them. The gaps in offerings are wide. The general titles of the offerings indicate the need for specialized post-high school education to prepare for particular occupations.

Occupational courses in the high schools of 11 southern states

School Size	Modal Number of Courses Offered				
	Agric.	Bus.	Home Ec.	Indus. Arts	Indus. & Distrib. Ed.
99 or fewer	0	1	2	2	0
100-249	2	4	3	0	0
250-499	1	6	3	3	2
500-999	0	6	3	3	2
1,000-1,499	0	8	3	3	3
1,500-1,999	0	11	4	5	4
2,000 or more	0	11	3	7	2

-Division of Surveys and Field Services, George Peabody College for Teachers. High Schools in the South, p. 65. The Division, Nashville, Tennessee. 1966.

Percentage of high school pupils in high schools of 11 southern states who have no opportunity to enroll in certain occupational courses

	Percent
Trade and Industrial Education	59.2
Agriculture	46.2
Industrial Arts	38.4
Home Economics	2.3
Business Education	1.3

-Ibid., p. 59.

Note: The states in this study were Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, and Virginia.

Recommendations of the Public Education Association for reorganizing vocational education in the secondary schools of New York City

"Create a broad program of general education at the junior high school level with emphasis on the basic skills in the language arts, reading, mathematics, science and the social studies, plus new and up-to-date programs of industrial and home arts."

"Transfer the responsibility for providing vocational exploration from the junior high school to the senior high school."

"Develop a single system of high schools with a basic but flexible curriculum to replace the present dual system of separate and distinct academic and vocational schools."

"Advise students to defer, where possible, specialized and advanced training in vocational skills until after high school."

"Postpone career decisions until the last two years of high school."

"Design work-exploratory programs and develop vocational foundation courses covering broad areas of work at the senior high school level--eliminating the present program of instruction in specific job skills."

"Maintain direct contact with every student until he is 21 years old, employed full-time or enrolled in another educational institution. Although the compulsory school age will not be altered, youth will be encouraged through guidance to take additional training or retraining when necessary."

"Make all high schools co-educational and large enough for curricula diversity but small enough to assure a sense of community."

> -Public Education Association, Committee on Education, Guidance, and Work. Reorganizing Secondary Education in New York City, pp. 24-25. The Association, New York. 1963.

Percentage of secondary school students who should be enrolled in vocational courses.

"The numbers reached must be greatly increased. Before 1963, some 15 percent of secondary school students were involved in specifically vocational programs. It looks as though, under present conditions, the appropriate 'target group' may be of the order of 40 to 50 percent."

> -National Association of Secondary School Principals. Educating for Work, p. 110. The Association, Washington, D.C. 1967.

For which portion of the high school population should vocational education be provided?

"...genuine occupational objectives can be offered as a temporary measure in specific programs open only to persons who are irremediably alienated from the educational system and who need training in order to become employable, but such programs should not be treated as a regular part of the secondary program."

-Dorothy L. Moore. A Preliminary Draft of A Study of Vocational Education in Hawaii Public Secondary and Vocational Schools, pp. III-33-34. Legislative Reference Bureau, University of Hawaii, Honolulu, Hawaii. 1966.

Organizing secondary education in an "advanced country" with consideration of occupational requirements

"Continuous technological changes in the society require a broader secondary education with a solid base in science and mathematics, as well as in other liberal thoughts. A narrow vocational or technical secondary education will not assure the personal and occupational flexibility which an advanced country requires of its human resources...."

"The problem of secondary school dropouts will not be met simply by extending the years of compulsory education. This persistent waste probably requires a multiple attack: through better teaching, improved vocational counseling, and secondary school programs better adapted to the varied talents and interests of young people of differing abilities and motivations. It is likely that a considerable number of secondary school dropouts are young people who do not see any value in further education of the type in which they are now enrolled. They are marking time instead of learning, and they constitute potential social dynamite in an industrial society."

-Frederick Harbison and Charles A. Myers. Education, Manpower, and Economic Growth, p. 170. McGraw-Hill Book Co., New York. 1964.

The need and right to work and to study

"In thinking about an effective educational system, we should recognize that the adolescent's need and right to work is as great as (perhaps greater than) his immediate need and right to study."

"And we must recognize that the adult's need and right to study more is as great as (perhaps greater than) his need and right to hold the same job until he is 65."

—Margaret Mead in NEA Journal, 48: 7: 17. Oct., 1959.

Nearly half of the nation's high schools are providing some type of work-study program.

A survey by Nation's Schools of innovative practices in 7,237 regionally accredited secondary schools reported in its issue of April, 1967, showed that 48.7 percent of these schools had some sort of work-study program, broad or limited. Only 115 high schools had abandoned work-study programs once attempted. Two-thirds or more of the high schools in Michigan, North Carolina, and New Jersey had such programs. In six states fewer than one-third had them. The definition of use was "at least one class uses."

Should separate vocational or technical high schools be abandoned?

"In view of the rapidly changing nature of the skills required by industry and the dearth of qualified teachers, I am of the opinion that industry is better equipped to do the needed vocational training than the average run-of-the-mill vocational high schools. Two-year technical institutes for high school graduates, closely connected with industry or labor organizations, appear to offer more promise of supplying skilled workers for industry. I predict that it will not be long before we are forced to recognize the speed with which the programs, facilities, and faculties of the technical high schools become obsolescent."

-Alonzo G. Moron. "Employment and Public Policy *Public Policies and Manpower Resources*, p. 102. Columbia University Press, New York. 1964.

Should vocational education be eliminated from all secondary schools?

"This report recommends that vocational education be eliminated with all deliberate speed from Hawaii's secondary schools and that general education curriculums suitable for all students be developed."

-Dorothy L. Moore. *A Preliminary Draft of a Study of Vocational Education in Hawaii Public Secondary and Technical Schools*, p. v. 5. Legislative Reference Bureau, University of Hawaii, Honolulu, Hawaii. 1965.

Organizing a division of labor between secondary and post-secondary institutions

"There is also a feeling of pessimism and failure at the secondary level due to the fact that the system attempts to accomplish too much. A refocusing on the central educative task, leaving specific occupational preparation to the post-high-school years, would free the energies and resources of the high schools for their task."

"The evolving facts of economic life in the nation and in Hawaii emphasize the inadvisability of early vocational directing of children. First, the labor market for persons who have not yet reached adulthood is diminishing so that it becomes imperative to keep young people in school longer. This fact provides a golden opportunity for furthering the general education of all youth; the opportunity should not be missed. Secondly, the impact of technological change can be expected to raise increasingly the educational level demanded by the labor market, so that a solid secondary program of general education will increasingly be a prerequisite to success in occupational programs which are relevant to actual labor market demands..."

-Dorothy L. Moore. A Preliminary Draft of a Study of Vocational Education in Hawaii Public Secondary and Technical Schools, p. I-4. Legislative Reference Bureau, University of Hawaii, Honolulu, Hawaii. 1965.

An interpretation of "occupational education for all in the elementary and secondary schools"

"High schools should establish vocational education programs which offer all youth leaving high school marketable occupational skills or preparation for further occupational education."

"For the majority of youth, the high school experience is the basis for entry into the work world. ....While the need for post-high-school occupational education is obvious, this study has also indicated that needs for vocational education in the high schools are equally great. The need to combat the dropout problems, the lack of work skills manifested by thousands of adults, and the need for more general education for all occupations combine to underscore the high schools' important role in today's technological society.

"While this study is not directly concerned with secondary education, it is obvious that post-secondary institutions can be no stronger than those at the elementary and secondary levels, where the educational foundation is laid....

"Programs preparing youth to continue vocational and technical education after high school graduation should be of the same quality and availability as the college-preparatory curricula now available."

-Grant Venn. Man, Education, and Work, pp. 166-167. American Council on Education, Washington, D.C. 1963.

Should area schools serve both high school and post-high-school students?

"Area vocational and technical schools developing in some parts of the country should consider becoming comprehensive, two-year college-level institutions, serving both local high school vocational education needs in certain occupations and the post-secondary technical education needs of youth and adults."

-Grant Venn. Man, Education, and Work, p. 165.
American Council on Education, Washington, D.C.
1963.

K. RAPID EMERGENCE OF PUBLIC AREA SCHOOLS PRESENTS CRITICAL PROBLEMS IN THE ORGANIZATION OF OCCUPATIONAL EDUCATION.

Prospects for new junior colleges

"A recent AAJC survey of state departments of education and other sources revealed more than 190 new junior colleges were being planned. ....Edmund J. Gleazer, Jr., executive director of the Association (American Association of Junior Colleges), has estimated that there will be about 2.5 million students in junior colleges in the early 1970's and that about $5 billion will be spent in new facilities for two-year colleges within the next ten years."

-Junior College Journal, 37: 3: 5. November, 1966.

"There are about 800 junior colleges in the nation. Just over 500 of these are publicly-supported community colleges. ....Fifty new junior colleges opened in the fall of 1965. Another fifteen opened this fall. We can expect about the same number of new junior colleges each year through 1970. This means more than 1,000 publicly supported community junior colleges within ten years."

-Edmund J. Gleazer, Junior College Journal, 37: 3: 7
November, 1966.

Area schools are critically important in the development of vocational-technical education

"The hub of the whole vocational system of tomorrow, by whatever name it is called, will be the comprehensive area post-secondary and adult insitution. The national trend is in this direction, and the reasons for it are clear. Most individual high schools cannot offer the variety of programs needed. More and more vocational-technical courses beyond the high school level are needed. The public favors later initial employment than at high school graduation. Employers favor the older employee and the one who has taken his vocational training in a post-secondary institution. The post-secondary institution will have better facilities and a more specialized staff in many fields than the high schools can have. For these reasons, more and more youth, when post-secondary education is available to them, are likely to postpone their vocational training until after high school graduation. Adults tend to favor the post-secondary institution over the high school for their training and retraining for the additional reasons that the teaching methods and the professional climate may be more to their liking."

-Norman C. Harris. Education and Training for the World of Work, p. 3. The W.E. Upjohn Institutue for Employment Research, Kalamazoo, Michigan. 1963.

Limited availability of public area schools providing vocational-technical education

"....the greatest single barrier to post-high-school occupational education opportunities is their physical unavailability: a substantial majority of the people of this country will not find an appropriate institution within commuting distance of their residence."

-Grant Venn. Man, Education, and Work, p. 86
American Council on Education, Washington, D.C.
1963

Enrollments in and federal expenditures for vocational-technical education in public junior colleges, 1965-66

	Enrollments	Federal Expenditures
In ten states*	143,405	$21,945,407
National total	170,265	$30,696,152

---

*The ten states are California, New York, Texas, Florida, Illinois, Washington, Michigan, Mississippi, Missouri, and Arizona. Almost 37 percent of those enrolled were in California but only about 9 percent of the federal funds were spent in that State.

-Vocational Education Ammendments of 1966. Hearings before the General Subcommittee on Education of the Committee on Education and Labor, House of Representatives, Eighty-Ninth Congress, Second Session. pp. 667-668, Government Printing Office, Washington, D.C.

Comment: Apparently the public junior colleges in most states are not organized to take advantage of federal funds for vocational-technical education. In 15 to 20 states they are used extensively in area vocational schools. In almost half of the states, inadequate arrangements for education beyond the high school prevent full use of funds available.

A proposal for organizing a state system of area schools in Illinois with provisions for vocational-technical education

"This study recommends the establishment of ten regions in the state strategically located with reference to population distribution, means of transportation, and geographic and sociological factors. A region should have an estimated minimum of 500,000 gross population or 30,000 high school enrollment between 1965 and 1970 to provide an appropriate base for a broad program offering reasonable opportunity for individual choice and meeting other criteria."

"The largest population center of each region should serve as the location of a junior college with technical, semi-technical, and college transfer curricula. All technical curricula for the region should be centralized there. It is estimated that two or three smaller cities in each region would serve as appropriate extension centers for either semi-technical or college transfer curricula or both. No extension center should be established with an enrollment of less than 500 full-time students."

-William P. McLure and Others. Vocational and Technical Education in Illinois, pp. 137-138. Bureau of Educational Research, College of Education, University of Illinois, Urbana, Illinois. 1960.

Are area schools with vocational-technical programs getting their share of high school graduates?

"The high school graduating class of 1962 numbered about 1,850,000.

"....In October, 1962, half the graduates were enrolled in college....and 8 percent in technical, secretarial, and other special schools."

-U.S. Department of Labor. Special Labor Force Report No. 32, pp. 1-2. The Department, Washington, D.C. 1963.

Could more attention to occupational education in the local and area schools have reduced the number of unemployed high school graduates?

"Of the graduates not in college... and in the labor force in October, 1962, 14 percent were unemployed."

-Ibid., p. 2

Vocational and technical education in agriculture is provided in the area schools of only a few states.

"Area schools with programs in agriculture are concentrated largely in six states: California, Connecticut, Minnesota, Mississippi, New York, and North Carolina. At least nine states are developing state systems of area schools in which provisions will be made for teaching agriculture: Delaware, Florida, Kansas, Kentucky, Oklahoma, Oregon, Tennessee, Texas, and Washington. Individual area schools offering courses in agriculture are to be found in several other states."

> -Vocational and Technical Education in Agriculture for Off-Farm Occupations, p. 8. Center for Research and Leadership Development in Vocational and Technical Education, Ohio State University, Columbus, Ohio. 1965.

Modern problems in the organization of vocational education were recognized by a pioneer vocational educator.

Dr. David Snedden, who served as Commissioner of Education in Massachusetts and Professor of Vocational Education at Columbia University, wrote as follows in Objectives and Problems of Vocational Education, Dr. Edwin A. Lee, Editor, published by the McGraw-Hill Book Co., New York, in 1938.

"Because of certain fundamental weaknesses and sentimentalities in our theories of social needs for vocational education, we have spent altogether too much time and effort in trying to provide opportunities for boys and girls between fourteen and sixteen years of age, thus ignoring a variety of tendencies in American economic and psychological life all pointing to the desirability of commencing systematized vocational training only when greater maturity has been attained...."

"We have likewise failed to differentiate and study the numerous vocations which can normally be entered only after prospective workers have attained at least the full maturity of manhood, if not the responsible character of early middle life...."

"We have failed to make clear to the public and even to educational administrators that for the majority of vocations it would not be necessary to provide more than a few—from one to a score—of vocational schools for a state, even if all the recruits to the vocation were expected to take full-time vocational training in advance of entry upon productive work."—p. 400.

"When our leaders in vocational education shall have seen through the complexities of the social economy and social psychology of their subject, they will find that, taking America as a whole, there is far greater need of full-time concentrated vocational schools for persons from twenty to thirty years of age than for those from fifteen to twenty." —p.408.

L. OCCUPATIONAL EDUCATION FOR ADULTS IS NOT ORGANIZED TO PROVIDE FOR THE RAPIDLY-GROWING NUMBERS OF ADULTS TO BE SERVED

Prospects for increased enrollments of adults

"America is likely to experience an adult education program within the next decade or so. The typical participant today is young, urban and well-educated, and this is exactly the type of person who will be around in greatly increased numbers about ten years from now. Just as in the fifties and sixties the regular school system has had to tool up rapidly to accommodate the greatly increased numbers of young people in the population, so too in the seventies the field of adult education will experience increased demands as this population cohort moves into the social and demographic categories where greatest use is made of adult education. Moreover, because formal education has such a strong impact upon participation rates, the likelihood of increased numbers of older participants is also quite strong. More fifty, sixty, and seventy-year-olds will engage in educational pursuits twenty years from now, because at that time the educational attainments of people in these age brackets will, on the average, be considerably higher than it is today."

-John W.C. Johnstone. Volunteers for Learning. p. 137. National Opinion Research Center, University of Chicago. 1963.

Comment: Johnstone found in a national study that "about one-third of adult education studies are in the vocation sphere" (page 132).

Rising levels of educational attainment affect the demand for and the organization of adult occupational education?

"Educational attainment levels will continue to rise so that, by 1980, the 'average' adult 25 years of age and over will have received more than a high school education. By 1980, close to 60 percent of the persons 25 years of age and over will be high school graduates; about 13 percent of those 25 years of age and over, college graduates."

-Philip M. Hauser and Martin Taitel. "Population Trends--Prologue to Educational Programs," Chapter 3, Prospective Changes in Society by 1980. Designing Education for the Future, Denver, Colorado. 1966.

Comment: There is consensus that demands for education are highest among those whose early education has been most extensive.

Is adult education recognized sufficiently in the organization of occupational education?

"....the educational system is not well geared to this broader idea of continuous learning. It emphasizes the concept of full-time education, over a set period of time, with a prescribed program of courses, ending at a set termination date. It is based on the outdated concept that most people can be educated during the period of youth. By contrast, a good vocational or technical education program will have as many (or more) students doing extensive work as are doing preparatory work; this goal has been achieved in many of the existing programs."

-Grant Venn. Man, Education, and Work. p. 151.
American Council on Education, Washington, D.C.
1963.

Automation requires organization for retraining, now largely lacking.

"Automatic elevators have recently displaced 40,000 elevator operators in New York City alone. New equipment in the Census Bureau enabled 50 statisticians to do the work in 1960 that required 4,000 such people in 1950. The check-writing staff in the Treasury Department has been reduced from 400 people to four. The airline flight engineer and the railroad fireman may soon disappear completely. Ponderous mechanical pickers have, in the last four years, reduced farm jobs in lush Tulare County, California, from 35,000 to 17,000. Thirty thousand packinghouse workers have been 'automated out' of their jobs in the past few years. Enormous machines have helped reduce employment in coal fields from 415,000 in 1950 to 136,000 in 1962. While construction work has leaped 32 percent since 1956, construction jobs have shown a 24 percent decline. Comparable statistics exist for the chemical, aircraft, communications, metals, transportation, and other industries. In many additional cases where automation and computers have been introduced, the effect has not yet been to fire or lay off, but rather to put a moratorium, or freeze, on new hiring."

-Grant Venn. Man, Education, and Work, pp. 4-5.
American Council on Education, Washington, D.C.
1964.

M. LIBRARIES ON OCCUPATIONAL EDUCATION COULD BE ORGANIZED WHICH WOULD BE USEFUL TO LAY CITIZENS AS WELL AS PROFESSIONAL EDUCATORS.

"The possibilities of an education library are illustrated by the "Teachers and Parents Room" of the St. Louis Public Library, which has a collection of 14,538 books, 7,841 unbound pamphlets, and [illegible]5,576 pictures. The library subscribes to 150 educational periodicals. Educational exhibits from the schools of the county and from other agencies are provided. There is extensive use of the library by parents, school and college teachers, parent-teacher organizations, vocational counselors, ministers, Sunday School teachers, personnel specialists, staff members of television stations, and others.

"The Education Department of the Chicago Public Library includes 13,314 circulating volumes, 2,333 reference volumes, and 37,800 pamphlets. The Department subscribes to 270 periodicals and binds 130 of them. Though professional educators are the largest users of the education library there is extensive use of it by parents, parent-teacher groups, "Great Books" classes, businessmen, industrialists, writers of advertising copy, feature writers, and young people choosing occupations and planning further education."

-H.M. Hamlin. The Public and Its Education, pp. 204-205. The Interstate, Danville, Illinois. 1955.

APPENDIX "A"

GROUP INTERVIEW GUIDE

Group Interview Guide
in Jamaica

Perceptions and Conceptual Ideas Pertaining
to Roles, Responsibilities and Inter-Relationships Among
The Institutions and Agencies Providing Vocational Education in
in Selected Areas

(A [illegible] Study)

[illegible]

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TEACHING RESEARCH DIVISION
Oregon State System of Higher Education
Monmouth, Oregon 97361

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Group Interview Guide
for Identifying:

PERCEPTIONS AND CONCEPTUAL IDEALS PERTAINING TO ROLES, RESPONSIBILITIES AND INTER-RELATIONSHIPS AMONG THE INSTITUTIONS AND AGENCIES PROVIDING OCCUPATIONAL EDUCATION IN SELECTED STATES

(A FIFTEEN-STATE STUDY)

March 1, 1969

prepared by:

THE CENTER FOR RESEARCH AND DEVELOPMENT
IN STATE EDUCATION LEADERSHIP

(Research and Development in Education
Policy, Organization, and Administration)

TEACHING RESEARCH DIVISION

Oregon State System of Higher
Education

GROUP INTERVIEW GUIDE FOR:

PART I OF OE PROJECT #7-1327

"IMPROVEMENT AND DEVELOPMENT OF THE ORGANIZATION AND ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION"

Center for Research and Development
in State Education Leadership
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FOREWORD

A state's system of education may include public schools, community and junior colleges, a state board for education, a state department of education, a state agency for vocational education, a state board for higher education, colleges and universities, county or intermediate education units, area vocational schools, technical institutes, an education coordinating unit, etc.

An assumption is that an excellent (some say the optimum) potential for the improvement of instruction in education institutions is to first improve the definition of respective roles and responsibilities, policies, organization and administration of a state's education system.

This research is specifically concerned with occupational education which we define as that education which is needed by the 80% of our youth who will not receive a baccalaureate degree. We recognize the impossibility of identifying these students even as early as the ninth grade -- but we are here concerned with education activities which have a direct influence upon students especially in public school grades 9-14.

The design of the research project (of which this Group Interview Guide is a part) is founded upon the belief that what the general public believes and wants is of major importance. You have been invited to respond to a number of questions and to make suggestions because we are trying to look through the eyes of a cross-section of the public, and your personal perceptions are considered to be somewhat representative or indicative of one segment of the people. We want to look through your eyes at the education system in your state, which is one of 15 states being analyzed. This Group Interview Guide is designed to identify three categories of information:

1. Your perceptions of various facets of the system as it now operates, and just how you perceive the current division of roles and responsibilities, the organization, and the interrelationships among the several education agencies and institutions in the state .

2. Your concepts of what would be the ideal system; that is, what would be the best manner to organize the system, divide or assign responsibilities for education (especially occupational education) among the several agencies and institutions which together control and provide the state's system of education.

3. Your opinions and suggestions concerning changes which may be both desirable and feasible at this time.

We want to identify issues, problems, gaps and overlaps among the many education agencies and institutions--rather than within individual agencies or institutions. Reference is to inter-relationships rather than intra-relationships.

The Group Interview Guide poses questions designed to elicit responses which will:

1. From your personal vantage point, identify significant issues in this state's education (especially those affecting grades 9-14)

2. Identify questions which you and others would like to have answered

3. Identify areas wherein roles, responsibilities, policies and organizations conflict (among the agencies and institutions concerned with education in this state)

4. Identify gaps or areas of education which are neglected or overlooked, areas for which one or more agencies or institutions should assume or be assigned a role and responsibility

5. Reveal the current status of the overall organization for education in this state and provide insights concerning nationwide trends

6. Identify existing patterns of organization and their strengths and weaknesses

7. Shed light on the impacts of the federal government upon the organization of education in the states

8. Provide some factual information concerning strengths and weaknesses of various education systems for the benefit of legislators, educators, and others who may be concerned with reorganization

9. Provide some basis for initial development of principles and guidelines for reorganization and the reorganization process (with regard to the organization for education in the state)

10. Facilitate the formulation of principles, procedures and guidelines appropriate for improving the organization for education on an objective basis free from the biases and emotions which often accompany legislated changes precipitated without adequate study and factual information

11. Promote the improvement of state organization for education by documenting processes already used in reorganization, identifying

attendant problems, and identifying reorganizations completed, underway, or contemplated

12. Identify areas which merit in-depth study in the future.

Our concern (in this study) is to discover what various groups or categories of people (rather than specifically named individuals) perceive and desire. Your absolute frankness is solicited. With these factors in mind, this Group Interview Guide is designed to preserve anonymity. Your responses will not be identified with your name.

We ask that you now complete the booklet including the two pages of "Personal Data." Kindly disregard the first instruction in each of the four sections, namely, "Please do not turn this page until advised." When completed, please mail in the envelope provided for your convenience. Thank you.

Allen Lee
Research Professor and
Director of Research in Education
Policy, Organization and Administration

PERSONAL DATA

I. General Information:

A. State____________________

B. Name ____________________ (omit if desired)

C. Age:
1. Under 40 ___
2. From 40-50 ___
3. Over 50 ___

D. Check highest education level completed

1. Some High school . . ________
2. High School graduate ________
3. Some College . . . . ________
4. College degree(s) . . ________

E. Are you now a member of a Board of Education?

1. Yes ___ No ___ Check one: Local ___ State ___ Other ___
2. Name of Board____
3. Approximate number of years on Board _____

F. Are you now a member of an Advisory Board?

1. Yes ___ No ___ Check one: Local ___ State ___ Other ___
2. Name of Board ____
3. Approximate number of years on Board ____

II. Major Work Experience:

Approx. No. Years

A. Current Employment:
1. Job Title________________________________
2. Name of Employer_________________________
3. Type of Business_________________________
____

B. Previous Work Experience:
1. Professional (Medicine, Dentistry, etc., do not include employment in education) . . . . _________
2. Agriculture Production . . . . _________
3. Manager or Proprietor . . . . _________
4. Sales . . . . _________
5. Office occupations (e.g., secretarial, clerical, etc.) . . . . _________
6. Craftsman . . . . _________

7. Service occupations . . . . ________
8. Unskilled laborer . . . . ________
9. Military . . . . ________
10. Housewife . . . . ________
11. Approximate number of years of Teaching experience in:

	General Education	Vocational Education
a. Secondary	________	________
b. Post-Secondary	________	________
c. Higher Education	________	________
d. Other ________________	________	________

12. Approximate number of years of experience in education administration:

	General Education	Vocational Education
a. Secondary	________	________
b. Post-Secondary	________	________
c. Higher Education	________	________
d. Other ________________	________	________

III. Check to Indicate:	Urban* Area	Rural** Area
A. Where you have lived most of your life	________	________
B. Where most of your work experience has been	________	________

---

* Population over fifty thousand
** Population under fifty thousand

DEFINITIONS

Following are listed a number of words used in this Interview Guide. They are defined to indicate their meaning as used in this Group Interview Guide.

Administration: Conduct of functions such as planning, financing, policy application, organizing, staffing, coordinating, communicating, directing and promoting.

Communicating: Giving and receiving information via any media.

Consulting: Advising, recommending.

Coordination: Relating and integrating various aspects of programs and projects.

Directing: Instructing, ordering or leading to achieve goals.

Disseminating: Distributing information concerning methods, materials and curricula.

Field Testing (Evaluation): Critical study of ideas, materials and methods (appraising, rating and examining).

Financing: Fiscal planning, managing, allocating, controlling and securing revenue.

Foundation: The "Foundation" for the state's education system includes the legal statutes, enacted by the Legislature, the philosophy and objectives of the respective education agencies and institutions, their roles and responsibilities and the way such areas are divided or allocated among the agencies and institutions concerned.

Goal Setting: Identifying, defining and agreeing upon objectives.

Implementing: Putting into practice or adopting methods, materials and curricula.

Inter-Agency: Between or among agencies (contrasted with "intra-agency" meaning within).

Law or Legal Statute : An established law passed by a Legislative body.

Occupational Education: Whatever education is needed by those eight out of every ten students who will not receive a baccalaureate degree.

Organizing: Structuring patterns for deployment of people and for their activities.

Philosophy and Objectives: The general principles governing and determining what the agency or institution tries to become and accomplish.

Planning: Devising, designing and projecting methods, system, manner or arrangements to achieve objectives.

Policy Formulation: Identifying, defining and establishing agreement concerning principles and guidelines which an organization shall follow.

Problem Definition: Identifying obstacles or unsatisfactory situations (including finance, methods, materials, curricula, administration, training and progress) which interfere with adequate and timely attainment of goals.

Program Development: Inventing, devising, and refining combinations of methods, materials and subject matter.

Promoting: Stimulating and encouraging activities and projects.

Researching: Seeking new or better methods, materials, procedure or subject matter.

Roles and Responsibilities: The functions which the agency or institution is supposed to fulfill, and the part which it plays or fills in the system of education.

Staffing: Selecting, recruiting and placing employees.

Statistical Research: Analyzing and measuring on a quantitative basis.

SECTION I. FOUNDATION FOR THE STATE'S EDUCATION SYSTEM

General Instructions

1. Please do not turn this page until advised.
2. Please do not discuss this material or exchange thinking with other members of the group during the next hour.
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4. The questions pertain to your perception (however extensive or limited this may be) of the situation in this state.
5. Your own spontaneous reactions are requested--do not deliberate at length on any of the questions.
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8. Please make memos on the small cards with which you are supplied as a reminder of items you want to have discussed orally in the group session to follow.
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Thank you

SECTION I: FOUNDATION FOR THE STATE'S EDUCATION SYSTEM

Definition: The "Foundation" for the state's education system includes the legal statutes enacted by the Legislature, the philosophy and objectives of the respective education agencies and institutions, their respective roles and responsibilities and the way such areas are divided or allocated among the agencies and institutions concerned. The questions which follow in this Section are concerned with your perceptions of legal statutes, and the philosophies, objectives, roles and responsibilities of the agencies and institutions in the state's education system.

Instructions: Read each question and respond as indicated:

1. What public agencies and institutions are in this state's education system? Please respond by placing a check (✓) after each of the following if they exist in the state (add any which may not already be listed):

    a. State Board of Education . . . . ☐
    b. State Department of Education . . . . ☐
    c. State Vocational Division or Agency . . . . ☐
    d. Public Secondary Schools . . . . ☐
    e. County or Intermediate Education Districts . . . . . . ☐
    f. Area Vocational Schools . . . . ☐
    g. Technical Institutes . . . . ☐
    h. Community or Junior Colleges . . . . ☐
    i. State Board of Higher Education . . . . ☐
    j. Public 4-year Colleges and Universities . . . . ☐
    k. State Education Coordinating Unit . . . . ☐
    l. Other (specify) ________________________ . . . ☐
    m. Other (specify) ________________________ . . . ☐

2. As you reflect upon the Laws or Statutes affecting public education in this state, are you aware of a need for changes in existing law, or of a need for new laws to improve the quality of education, to make education more pertinent to the needs of students, to remove unnecessary duplications, to improve efficiency and economy, to fill existing gaps, etc.?
Check one: Yes ☐ No ☐

3. If you checked "Yes" in Question #2 above, please respond to the following question: For which education agencies or institutions are changes in laws or legal statutes needed? Respond by checking all which apply:

a. State Board of Education . . . . ☐
b. State Department of Education . . . . ☐
c. State Vocational Division or Agency . . . . ☐
d. Public Secondary Schools . . . . ☐
e. County or Intermediate Education Districts . . . . ☐
f. Area Vocational Schools . . . . ☐
g. Technical Institutes . . . . ☐
h. Community or Junior Colleges . . . . ☐
i. State Board of Higher Education . . . . ☐
j. Public 4-year Colleges and Universities. . . . . ☐
k. State Education Coordinating Unit . . . . ☐
l. Other (specify) ______________________________ . . . ☐
m. Other (specify) ______________________________ . . . ☐

4. Briefly indicate the kinds of changes which are needed as you see the situation:

5. As you reflect upon the apparent Philosophy and Objectives of the various education agencies and institutions in the state, are you aware of need for change?

Yes ☐ No ☐

6. If you checked "Yes" in Question #5 above, please respond to this question: In or for which of the following are changes in Philosophy and Objectives needed as you see the situation?

a. State Board of Education . . . . ☐

b. State Department of Education . . . . ☐

c. State Vocational Division or Agency . . . . ☐

d. Public Secondary Schools . . . . ☐

e. County or Intermediate Education Districts . . . . ☐

f. Area Vocational Schools . . . . ☐

g. Technical Institutes . . . . ☐

h. Community or Junior Colleges . . . . ☐

i. State Board of Higher Education . . . . ☐

j. Public 4-year Colleges and Universities . . . . ☐

k. State Education Coordinating Unit . . . . ☐

l. Other (specify) ______________________________ . . . ☐

m. Other (specify) ______________________________ . . . ☐

7. Briefly describe the changes which are needed as you see the situation indicated in Questions #5 and #6 above:

____

____

____

8. As you reflect upon the Roles and Responsibilities of the various education agencies and institutions in the state, are you aware of need for change?

Yes ☐ No ☐

9. If you checked "Yes" in Question #8 on page 4, please respond to the question: In which of the following agencies and institutions are changes needed in Roles and Responsibilities? Check all which apply:

a. State Board of Education . . . . ☐
b. State Department of Education . . . . ☐
c. State Vocational Division or Agency . . . . ☐
d. Public Secondary Schools . . . . ☐
e. County or Intermediate Education Districts . . . . ☐
f. Area Vocational Schools . . . . ☐
g. Technical Institutes . . . . ☐
h. Community or Junior Colleges . . . . ☐
i. State Board of Higher Education . . . . ☐
j. Public 4-year Colleges and Universities . . . . ☐
k. State Education Coordinating Unit . . . . ☐
l. Other (specify) ______________________________ . . . ☐
m. Other (specify) ______________________________ . . . ☐

10. Briefly describe the changes which are needed as you see the situation indicated in Questions #8(page #4) and #9 above:

SECTION II: COORDINATION QUESTIONS

General Instructions

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2. Please do not discuss this material or exchange thinking with other members of the group during the next hour.
3. In general, you are asked to give your personal best judgment or reaction. (You are not requested to speak for any organization or in an official capacity).
4. The questions pertain to your perception (however extensive or limited this may be) of the situation in this state.
5. Your own spontaneous reactions are requested--do not deliberate at length on any of the questions.
6. If you do not understand the meaning of any question, raise your hand and the group leader will respond.
7. If the space provided for your responses is not adequate in one or more instance, please make whatever additional comments you may have on the margins of any page.
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9. Please do not turn this page until advised.

Thank you

SECTION II: COORDINATION QUESTIONS

Definition: "Coordination" as used herein refers to relating, allocating and integrating various factors and functions among the respective education agencies and institutions in the state. This may involve finance, budgets, subject majors, degrees, buildings, types and numbers of students, etc.

1. Is there currently an official agency charged with some coordination of the administration and/or operation of two-or-more education agencies and/or institutions in the state? Yes [ ]   No [ ]

   Comments:

   ____

   ____

   ____

2. Is there currently really effective statewide coordination and articulation of the several levels or areas (secondary, post-high, area school, technical school, teacher-training, etc.) of vocational-technical-occupational education?
   Yes [ ]   No [ ]

   Comments:

   ____

   ____

   ____

3. If you checked the "Yes" response to question #1 above, please answer the following: Over which of the following does the Coordinating Body now have some jurisdiction or coordinating responsibility? Check all that apply:

   a. State Board of Education . . . . [ ]

   b. State Department of Education, etc. . . . . . [ ]

   c. State Vocational Division or Agency . . . . . [ ]

   d. Public Secondary Schools . . . . [ ]

   e. County or Intermediate Education Districts . . [ ]

f. Area Vocational Schools . . . . ☐

g. Technical Institutes . . . . ☐

h. Community or Junior Colleges . . . . ☐

i. State Board of Higher Education . . . . ☐

j. Public 4-year Colleges and Universities . . . ☐

k. State Education Coordinating Unit . . . . ☐

l. Other (specify) ____________________ . . . ☐

m. Other (specify) ____________________ . . . ☐

Comments:

4. Should there be a state-level Education Coordinating Council or Super Board? Yes ☐ No ☐

Comments:

5. Over which of the following should the Coordinating Body have jurisdiction or coordinating responsibility? Check all that apply:

a. State Board of Education . . . . ☐

b. State Department of Education, etc. . . . . ☐

c. State Vocational Division or Agency . . . . . . ☐

d. Public Secondary Schools . . . . ☐

e. County or Intermediate Education Districts . . ☐

f. Area Vocational Schools . . . . ☐

g. Technical Institutes . . . . ☐

h. Community or Junior Colleges . . . . ☐

i. State Board of Higher Education . . . . ☐

j. Public 4-year Colleges and Universities . . . . ☐

k. State Education Coordinating Unit . . . . ☐

l. Other (specify) ______________________ . . . ☐

m. Other (specify) ______________________ . . . ☐

Comments:

____

____

____

6. What coordinating or jurisdictional responsibilities does the Coordination Body now have, and what responsibilities should it have? Check all that apply:

	Does	Should
a. Policy-making	☐	☐
b. Finance determination or coordination. .	☐	☐
c. Staffing (qualifications, numbers, salaries, etc.	☐	☐
d. Planning	☐	☐
e. Promoting	☐	☐
f. Communications	☐	☐
g. Program allocation (subject matter specialties)	☐	☐
h. Enrollments (type and number)	☐	☐
i. Curriculum allocations	☐	☐
j. Location of buildings	☐	☐
k. Type of buildings	☐	☐
l. Supporting services (such as printing, duplicating, purchasing, machine-data processing)	☐	☐

		Does	Should
m.	Dissemination of education information	☐	☐
n.	Setting goals in education	☐	☐
o.	Field testing and evaluation in education	☐	☐
p.	Implementation of methods, curricula, programs materials	☐	☐
q.	Research activities	☐	☐
r.	Teacher education	☐	☐
s.	Development of specific programs	☐	☐
t.	Determination of educational objectives	☐	☐
u.	Identification of problems or obstacles to goal attainment	☐	☐
v.	Planning and developing new educational programs	☐	☐
w.	Presenting one budget for all public education with recommendations to the legislature	☐	☐
x.	Suggesting legislative improvement	☐	☐
y.	Conduct research	☐	☐
z.	Determining or coordinating expansion plans	☐	☐
a2.	Centralized or coordinated data-processing services and facilities	☐	☐
b2.	Reviewing budget requests	☐	☐
c2.	Common school (K-12) education	☐	☐
d2.	Public post-high vocational-technical education	☐	☐
e2.	Public post-high school education	☐	☐
f2.	Coordinating public community college education	☐	☐

		Does	Should
g2.	Four-year colleges and universities	[ ]	[ ]
h2.	Prescribing or determining courses of study	[ ]	[ ]
i2.	Governing internal management of other agencies through policies	[ ]	[ ]
j2.	Directing, creating, merging, consolidating, and/or reorganizing school districts	[ ]	[ ]
k2.	Allocating curriculum responsibilities	[ ]	[ ]
l2.	Teacher certification	[ ]	[ ]
m2.	Articulation of curricula	[ ]	[ ]
n2.	Other (specify) ________________	[ ]	[ ]
o2.	Other (specify) ________________	[ ]	[ ]

Comments:

SECTION III: POLICY QUESTIONS

General Instructions

1. Please do not turn this page until advised.

2. Please do not discuss this material or exchange thinking with other members of the group during the next hour.

3. In general, you are asked to give your personal best judgment or reaction. (You are not requested to speak for any organization or in an official capacity).

4. The questions pertain to your perception (however extensive or limited this may be) of the situation in this state.

5. Your own spontaneous reactions are requested--do not deliberate at length on any of the questions.

6. If you do not understand the meaning of any question, raise your hand and the group leader will respond.

7. If the space provided for your responses is not adequate in one or more instances, please make whatever additional comments you may have on the margins of any page.

8. Please make memos on the small cards with which you are supplied as a reminder of items you want to have discussed orally in the group session to follow.

9. Please do not turn this page until advised.

Thank you

SECTION III: POLICY QUESTIONS

Definition: "Policy" as used herein refers to the principles and guidelines which an organization (including its personnel) has agreed to, and is expected to observe.

Instructions: Read each question and respond as indicated.

1. Policies of the Agency are readily available in written form (Place a check [✓] in the boxes in the right-hand column where applicable):

a. State Board of Education . . . . ☐
b. State Department of Education . . . . ☐
c. State Vocational Division or Agency . . . . . . ☐
d. Public Secondary Schools . . . . ☐
e. County or Intermediate Education Districts . . ☐
f. Area Vocational Schools . . . . ☐
g. Technical Institutes. . . . . ☐
h. Community or Junior Colleges . . . . ☐
i. State Board of Higher Education . . . . ☐
j. Public 4-year Colleges and Universities . . . . ☐
k. State Education Coordinating Unit . . . . ☐
l. Other (specify) ________________________ . . . ☐
m. Other (specify) ________________________ . . . ☐

2. In general, the status of education policies and the policy-formulation process among education agencies and instituions is:

a. Excellent . . . . ☐
b. Satisfactory . . . . ☐
c. Inadequate . . . . ☐
d. Don't know . . . . ☐

Comments on strengths, weaknesses, and suggestions for change:

3. Each of the various education agencies and institutions (those listed under item #1 on the preceding page) are aware of the roles and responsibilities of the other education agencies in the state and gives these adequate consideration in its decision-making (check one):

a. Usually or most of the time . . . . ☐

b. Sometimes . . . . ☐

c. Usually does not . . . . ☐

d. Don't know . . . . ☐

Comments on strengths, weaknesses, and suggestions for change:

4. The coordination of policy-making among the agencies is (check one):

a. Excellent . . . . ☐

b. Satisfactory . . . . ☐

c. Inadequate . . . . ☐

d. Don't know . . . . ☐

Comments on strengths, weaknesses, and suggestions for change:

5. The following agencies and institutions regularly and systematically distribute copies of their policies to other agencies in education (check those which do so):

a. State Board of Education . . . . ☐

b. State Department of Education . . . . ☐

c. State Vocational Division or Agency . . . . . ☐

d. Public Secondary Schools . . . . ☐

e. County or Intermediate Education Districts . . ☐

f. Area Vocational Schools . . . . ☐

g. Technical Institutes . . . . ☐

h. Community or Junior Colleges . . . . ☐

i. State Board of Higher Education . . . . ☐

j. Public 4-year Colleges and Universities . . . ☐

k. State Education Coordinating Unit . . . . ☐

l. Other (specify) ______________________ . . . ☐

m. Other (specify) ______________________ . . . ☐

Comments on strengths, weaknesses, and suggestions for change:

____

____

____

____

____

6. Do the programs or the administration of one or more education agencies or institutions interfere or have an undesirable effect upon some of the others in the state? (Note definition of "Administration" on page vi). Indicate your perceptions by placing a check in each box applicable in the right-hand column:

a. State Board of Education . . . . ☐

b. State Department of Education . . . . ☐

c. State Vocational Division or Agency . . . . . ☐

d. Public Secondary Schools . . . . ☐

e. County or Intermediate Education Districts . ☐

f. Area Vocational Schools . . . . ☐

g. Technical Institutes . . . . ☐

h. Community or Junior Colleges . . . . ☐

i. State Board of Higher Education . . . . ☐

j. Public 4-year Colleges and Universities . . ☐

k. State Education Coordinating Unit . . . . . ☐

l. Other (specify) ____________________ . . . ☐

m. Other (specify) ____________________ . . . ☐

Comments:

____

____

____

7. Which area(s) of administration need change for improvement? Place check in box(es) on right where applicable:

a. Policy-making . . . . ☐

b. Policies . . . . ☐

c. Finance . . . . ☐

d. Staffing . . . . ☐

e. Planning . . . . ☐

f. Directing . . . . ☐

g. Coordinating . . . . ☐

h. Promoting . . . . ☐

i. Communicating . . . . ☐

j. Research Activities . . . . [ ]

k. Supporting Services . . . . [ ]

l. Buildings and Equipment . . . . [ ]

Comments on strengths, weaknesses, needs and suggestions regarding areas checked under question #7 on page 16:

8. As you reflect upon the responsibilities and activities of the various agencies and institutions concerned with education in this state, can you identify changes in roles or responsibilities which might be made to improve education programs?

A. Are there vocational, technical, or occupational education programs which are needed and are not available? Yes [ ] No [ ]

B. Can you identify programs which are inadequate?

Yes [ ] No [ ]

C. Are programs (courses) being duplicated (offered in more than one place) unnecessarily?

Yes [ ] No [ ]

D. Have you suggestions for improvement in response to questions A, B and C above?

Yes [ ] No [ ]

Explanatory Comments:

SECTION IV: THE PROCESS OF CHANGE IN EDUCATION

General Instructions

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9. Please do not turn this page until advised.

Thank you.

SECTION IV: THE PROCESS OF CHANGE IN EDUCATION

This Section (IV) is concerned with your perceptions of some 7 kinds of activity which are characteristic of the processes of change in education. The following listing of terms and definitions (as used herein) will help you to understand our questions.

a. Setting goals in education: Identifying, determining and agreeing upon what shall be the objectives of the education system (including individual agencies and institutions). What skills, knowledges, understandings, abilities, talents, etc. are to be developed in students. What is to be done for society.

b. Problem Definition: Identifying obstacles or unsatisfactory situations (including finance, methods, materials, curricula, administration, training and progress) which interfere with adequate and timely attainment of goals.

c. Researching: Seeking new or better methods, materials, procedures or subject matter.

d. Program Development: Inventing, devising, and refining combinations of methods, materials and subject matter.

e. Field Testing (Evaluation): Critical study of ideas, materials and methods (appraising, rating and examining).

f. Dissemination: Distributing information concerning methods, materials and curricula.

g. Implementation: Putting into practice or adopting methods, materials and curricula.

1. Education agencies, institutions, and programs are, to varing degrees, concerned with activities involving the processes of change which are listed below. As you examine the list--can you identify one or more areas which are significantly strong, weak, missing, unnecessarily duplicated, or where some change is merited?

Change Processes	Check Those In Which Change Is Needed
a. Setting goals in education	☐
b. Identifying problems and establishing priorities . .	☐

Change Processes	Check Those In Which Change Is Needed
c. Conducting Research	[ ]
d. Designing new programs	[ ]
e. Field testing and evaluating programs	[ ]
f. Publicizing and disseminating results of field-testing strengths and weaknesses in education programs, methods and materials	[ ]
g. Adoption (implementation) of education programs, methods and materials	[ ]

2. What education agencies or institutions are involved in the areas which you checked [✓] in question #1 above?:

a. State Board of Education . . . . [ ]

b. State Department of Education . . . . [ ]

c. State Vocational Division or Agency . . . . [ ]

d. Public Secondary Schools . . . . [ ]

e. County or Intermediate Education Districts . . . . [ ]

f. Area Vocational Schools . . . . [ ]

g. Technical Institutes . . . . [ ]

h. Community or Junior Colleges . . . . [ ]

i. State Board of Higher Education . . . . [ ]

j. Public 4-year Colleges and Universities . . . . . . [ ]

k. State Education Coordinating Unit . . . . [ ]

l. Other (specify) ____________________________ . . . [ ]

m. Other (specify) ____________________________ . . . [ ]

Explanatory comments regarding items checked in questions #1 and #2 above:

____

____

____

GENERAL COMMENTS (on any questions, issues or opinions which may be in order):

APPENDIX "B"

FORMAT AND CRITERIA FOR ANALYSIS OF STATE AGENCIES FOR VOCATIONAL-TECHNICAL EDUCATION

Format and Criteria for Analysis of State Agencies For Vocational-Technical Education

September 15, 1968

prepared by:

THE CENTER FOR RESEARCH AND
DEVELOPMENT IN STATE EDUCATION
LEADERSHIP

Research and Development in Education
Policy, Organization, and Administration

TEACHING RESEARCH DIVISION
Oregon State System of Higher
Education

FORMAT AND CRITERIA
FOR ANALYSIS OF
STATE AGENCIES FOR
VOCATIONAL-TECHNICAL
EDUCATION

September 15, 1968

Prepared By:

The Center for Research and
Development in State Education
Leadership

Teaching Research Division
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Post Office Box 5175
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Members of the Oregon State System of Higher Education are:

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University of Oregon	Eugene
Portland State College	Portland
Oregon College of Education	Monmouth
Southern Oregon College	Ashland
Eastern Oregon College	LaGrande
Oregon Technical Institute	Klamath Falls
Division of Continuing Education	Corvallis
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FOREWORD

Certain elements are deemed essential to the successful utilization of this "Format and Criteria for Analysis of State Agencies for Vocational-Technical Education. These include:

1. Someone thoroughly familiar with the theory, intent, and use of this instrument must work closely with the State Agency in applying the instrument. Otherwise the potential value from application of the instrument may not be realized; equally important, mis-use of the instrument could precipitate undesirable effects.

2. Adequate involvement of an institution which is obviously not an integral part of the State Agency (and hence less likely to have [or be thought to have] vested interests or biases) will do much to insure objectivity in The Analysis - and insure the prospects for eventual implementation of change for improvement. The fact and the image of objectivity are equally essential.

Initially, personnel from The Center for Research and Development in State Education Leadership will cooperate in the application of this instrument. As others become familiar with the theory and application, they may well perform this function.

3. Personnel in the State Agencies for Vocational-Technical Education are of course knowledgable in pertinent program areas and cognizant of various fundamental needs. Those cooperating in the application of this instrument should have adequate understandings of vocational-technical education programs and needs - if The Analysis is to be pertinent, adequate, constructive, acceptable and usable.

Because there are various significant differences among the states, no one instrument can be completely appropriate for every situation. When a given state elects to utilize this instrument, personnel from the state agency and The Center should discuss procedures and criteria, pinpoint factors which merit modifications, additions, or deletions - and proceed accordingly.

Allen Lee
Director,
The Center for Research and
Development in State
Education Leadership

Format and Criteria
For Analysis of State Agencies
For Vocational-Technical Education

INTRODUCTION

In recent years there has been nationwide concern about the respective roles of state and federal agencies; the fragmentation of responsibility for education on both state and federal levels; the organization, financing and efficiency of educational institutions; the actual or imagined abdication of some state responsibility for government; the suggested dangers in the growth of federal power centralized in Washington; the use of interstate compacts to solve multi-state problems; and the need for change and improvement in state education leadership.

Many politicians, political scientists and journalists would have us believe that state government is dying. If we go much further, warns Senator Strom Thurmond,". . .in a few years, the states will be nothing more than territories."

Thomas Jefferson warned that the only way to prevent the encroachment of federal power into areas beyond its proper sphere is to strengthen state governments. Many agencies and persons in the Congress, in the U. S. Office of Education and elsewhere have recognized the need to strengthen and improve State Agencies for Vocational-Technical Education, to equip them to fulfill a role best suited to the needs of education in the individual state today.

The Center staff formulated certain assumptions concerning State Agencies for Vocational-Technical Education, and these are embodied in the philosophy which has undergirded and guided the development and implementation of the Plan subsequently described in this document. These assumptions include the following:

1. Many education functions cannot be efficiently and appropriately performed at the local district level, and can best be fulfilled at the state level.

2. Legally, logically, and desirably, the State Agency has the major responsibility for Vocational-Technical Education in the State.

3. Strengthening and improving the State Agency offers the greatest potential for needed improvement of Vocational-Technical Education programs.

4. Evaluations of State Agencies go on continuously, formally, and informally. They evaluate themselves. They are evaluated by a variety of professional educators. The evaluations which determine the functions and the resources of these Agencies are made by the electorate or their representatives in legislatures and governing boards. Evaluations determine the course public education will take.

5. Staff on the State Agency are in optimum position to identify their own strengths and weaknesses; hence, there is need for systematic self-analysis.

6. There is need to "See ourselves as others see us"; hence, competent persons from outside the Agency should be brought in as a Visiting Team to react to the staff's Self-Analysis and make independent observations.

7. An informed and public-spirited staff is potentially the most capable and the most trusted group in a state in the development of policy and program. To approach this potential, there must be a broad vision, many contacts, time for discussion and reflection, and willingness to boldly assume initiative.

8. An evaluation should be realistic, not defensive. It should be geared to State needs, not the desire of individual staff members.

9. A state's lay policy-makers should know about the Analysis activity, and should be kept informed of progress so that findings and recommendations will not come as a complete shock to them.

10. An activity (Analysis) such as hereafter described should lead to requests for approval, for personnel and for funds to do the job that needs to be done.

The objective of this Plan is to improve Vocational-Technical Education through strengthening and improving the State Agency, its organization and administration. The intent is to get the greatest possible benefits to education in the expenditure of available tax dollars.

The procedures as described hereafter provide for the Final Report to be made to the State Director. Information regarding the Analysis of the State Agency for Vocational-Technical Education should be disseminated at the discretion of the State Director (only).

Allen Lee

DEFINITIONS

Administration (The)

The Director of the State Agency for Vocational-Technical Education

Agency (The)

The State Agency for Vocational-Technical Education

Analysis (The)

The combined results of the activities of the Staff, the Visiting Team, and The Center for Research and Development in State Education Leadership (Teaching Research Division, Oregon State System of Higher Education)

Board (The)

The body of persons usually known as the "State Board for Vocational Education" with certain control over the state Agency for vocational-technical education. The membership may or may not be identical with that of the State Board of Education

Center (The)

The Center for Research and Development in State Education Leadership (an integral part of Teaching Research, A Division of the Oregon State System of Higher Education)

Cooperating Agency (The)

The outside agency or institution which cooperates with the State Agency for Vocational-Technical Education, supplies technical knowledge concerning application of this instrument (Format and Criteria) for analysis, provides the essential objectivity for The Analysis, supplies one of the Co-Chairmen, and in general coordinates the three phases of The Analysis.

The "Cooperating Agency" is currently The Center for Research and Development in State Education Leadership. Note the preceding Introduction.

Reports (listed in order of development):

1. Preliminary Report (The)

The reports of the several Staff Committees (after they have been reviewed by the Staff and reflect Staff consensus) are combined into one document which is mailed to The Center. This is the "Preliminary Report" (of the Staff Self-Analysis).

2. Visiting Team Report (The)

The Center receives the Preliminary Report (# 1 above), studies it, and causes it to be carefully reviewed by the Visiting Team. When the Visiting Team's reactions are formalized, these become "The Visiting Team Report."

3. Self-Analysis Report (The)

The Staff has the opportunity to reconsider its "Preliminary Report" (# 1 above) in light of the Visiting Team Report (# 2 above). The Staff then has the privilege of revising, deleting, or adding to its Preliminary Report. The product of this reconsideration is labeled "The Self-Analysis", and is transmitted to the Cooperating Agency for use with the Visiting Team and in connection with the final report of The Analysis to be prepared by the Cooperating Agency and subsequently submitted to the State Director.

4. Report of the Analysis (The)

The Cooperating Agency combines the Self-Analysis Report and the Visiting Team Report along with specific recommendations (and suggestions re timing, procedures and probable costs) into one document which is ultimately transmitted to the State Director. This is the "Report of the Analysis".

Staff (The)

Professional members of the State Agency for Vocational-Technical Education.

OVERVIEW AND MAJOR STEPS IN UTILIZING THE FORMAT AND CRITERIA

OVERVIEW

One may better understand his own role and responsibilities in a given undertaking if these are shown in context with those of others having related roles and responsibilities. The overview or outline which follows is presented with this in mind.

The Plan for analysis of the State Agency for Vocational-Technical Education has three major parts, each of which is uniquely distinctive and essential. These are:

I. Self-Analysis by the State Agency for Vocational-Technical Education (the foundation for the Overall Analysis and the major responsibility of the Co-Chairmen).

II. Visiting Team Reactions to the Agency's Self-Analysis (directed by The Center).

III. The Final Report to the Directory (prepared by The Center). This should consist of:

   A. A summary of the Self-Analysis (Item I. above)
   B. A summary of the Visiting Team reactions to the Self-Analysis Report (Item 2 above)
   C. Specific recommendations, with suggestions such as timing, procedures and probable costs.

Major Steps

1. A person from the Agency and one from The Center should serve as Co-Chairmen of the Self-Analysis phase of The Analysis.

2. The Co-Chairmen confer with the Agency Director and The Center Director for mutual orientation purposes.

3. A Steering Committee composed of Staff members is designated by the Director of the Agency.

4. The Steering Committee is appointed by the Director of the Agency.

5. There are Department Staff orientation sessions as needed.

6. The Steering Committee appoints Department Staff Committee members for various assignments.

7. Staff Committees are to be oriented (by the Co-Chairmen).

8. A time schedule is agreed upon by the Steering Committee and the Co-Chairmen.

9. Members of a Visiting Team should be identified and recruited (The Center).

10. The Visiting Team is oriented by The Center.

11. Individual Staff Committees function.

12. Staff concensus is achieved by the several staff committee (and the Steering Committees) interacting under the direction of the Co-Chairmen of the Self-Analysis.

13. A Preliminary Draft of the Self-Analysis Report is formulated under the direction of the Co-Chairmen and submitted to The Center.

14. Copies of the Preliminary Report are studied by The Center.

15. The Center discusses the Preliminary Report with the Visiting Team and causes them to study it.

16. The Visiting Team confers with the Department staff, makes observations, formulates reactions, achieves consensus, and develops a Visiting Team Report.

17. The significant reactions of the Visiting Team are transmitted through The Center (preferably in group discussion) informally to the Steering Committee.

18. The Staff (of the Agency) reconsiders the Preliminary Report of the Self-Analysis, in the light of the Visiting Team reactions, and finalizes the Staff Self-Analysis Report, which is then transmitted to The Center.

19. The Center staff prepares a tentative draft of the Report of the Analysis (summary of the Self-Analysis, summary of the Visiting Team reactions, specific recommendations, etc.).

20. The Center staff reviews the tentative draft with the Director of the Agency.

21. The Center staff finalizes the Report of the Analysis of the State Agency for Vocational-Technical Education and transmits it to the Director (only).

22. The Director of the State Agency for Vocational-Technical Education has the prerogative for final approval concerning organization of the Analysis, personnel to be involved in the various activities, procedures, release of information, and actions to be implemented. He is an ex-officio member of the Steering Committee.

The reader is referred at this time again to the Foreword which precedes the Introduction. Note also the assignment of responsibilities for the Co-Chairmen (page 1), for the Staff Committees (page 5) and for The Center (pages 6 to 7).

For adequate understanding and conduct of assigned responsibilities, each person or group involved in The Analysis must be aware not only of his own responsibilities but those of others as well.

Intentions and efforts are to conduct the Analysis in such a constructive, cooperative, interdisciplinary, and discerning manner, involving many knowledgable and concerned persons, as to achieve a degree of agreement and willingness (desire) to implement the recommendations which will be made in this Report submitted to the Director.

The Center will be available upon request from the Agency Director, to discuss or elaborate upon any facet of The Report of the Analysis of the State Agency for Vocational-Technical Education.

Obviously, the determination of what implementation, if any, is to occur rests with the Director and his co-workers.

PART I: THE SELF-ANALYSIS OF THE STATE AGENCY FOR VOCATIONAL-TECHNICAL EDUCATION

A. Responsibilities Of The Co-Chairmen

These two persons constitute the lifeline of the Self-Analysis phase of the overall Analysis of the State Agency. Perhaps the most vital responsibilities of the Co-Chairmen are to maintain close liaison at all times with the Director and The Center respectively, and to maintain continual interaction and communication with and between the Steering Committee and the Staff Committees. In addition, they have primary responsibility to insure:

1. That all aspects of the Self-Analysis proceed in an orderly, systematic, worthwhile, expeditious, and generally desirable manner.

2. That "trouble spots" or problem areas are identified quickly and prompt action taken to resolve these.

3. That the Steering Committee and Staff Committees are correctly and adequately oriented, that these function somewhat uniformly, and on schedule.

4. That Staff Committee reports are properly prepared and reviewed by the individual Staff Committees and by the Staff Committees collectively with the Steering Committee.

5. That the Preliminary Report of the Self-Analysis is truly representative of Staff thinking, rather than just that of a single Staff Committee.

6. That the Preliminary Report is completed and is submitted on schedule to The Center.

7. That the Visiting Team Report (reactions to the Preliminary Report) is adequately communicated to and considered by the Staff.

8. That the Self-Analysis Report represents the consensus of the Staff and is completed and submitted to The Center on schedule.

9. That a realistic schedule for the Self-Analysis is developed and adhered to.

10. That necessary precautions are taken to preclude release of any results of The Self-Analysis or other phases of The Analysis of the State Agency prematurely or through any channel other than the Director.

11. That anonymity of responses (to all aspects of the Self-Analysis) is maintained at all times. Appraisals should be identified only as Staff appraisals, and not as appraisals of the Steering Committee or a particular Staff member.

12. That all aspects of the Self-Analysis are conducted on a constructive basis at all times.

13. That appropriate staff are appropriately involved in the Self-Analysis.

14. That any oversights, and especially those which may be the responsibility of the Agency Director or The Center are promptly called to the attention of those concerned.

15. That the Agency Director and The Center assist with orientation of the Steering Committee.

16. That adequate facilities are available for Visiting Team activity (phone, secretarial, duplicator services, meeting rooms, chalkboard, etc.).

17. That assistance is given to Visiting Team members in arranging conferences with Staff.

18. That necessary materials such as those indicated under the following item are systematically assembled (possibly put in notebooks with index tabs) and provided to The Center with the Preliminary Report (for subsequent distribution to the Visiting Team by The Center).

19. To secure, prepare, or bring about the preparation of:

a. A brief statement of the legal basis for the Agency

b. A brief statement of the philosophy and objectives of the Agency

c. An organizational chart of the Agency

d. A brief listing and description of advisory groups

e. A copy of any existing information on Agency policies

f. A copy of the Agency salary schedule, and personnel policies and provisions

g. An outline of existing provisions or procedures for preparation and distribution of information pertaining to Agency plans, reports, and activities

h. A brief description of internal supporting services such as financial, statistical, graphic arts, consultant, etc.

i. Individual staff information (vitae)

j. A chart showing staff organization for each program

k. A list of names and titles of each staff member for each program

l. A list of Agency programs which should be analyzed.

B. Responsibilities of The Steering Committee

This vital Committee should work closely with the Co-Chairmen in discharging mutual and respective responsibilities. The Steering Committee has, as its area of major concern, the successful conduct of the Self-Analysis phase of the Analysis. It should function as its name implies "steering" the Self-Analysis. It should:

1. Advise the Co-Chairmen in discharging their responsibilities

2. Serve as eyes, ears, and spokesmen to expedite the Self-Analysis in general

3. Formulate a time table including recommended dates for:

a. The orientation of the Staff regarding the Analysis of the Agency

b. The orientation of Staff Committees in regard to details of the Self-Analysis

c. The submission of Committee reports to the Steering Committee

d. Completion of the Preliminary Report of the Self-Analysis and its submission to The Center

e. The work of the Visiting Team

f. Review of the Visiting Team Report

g. Completion of the Self-Analysis Report and submission of the Self-Analysis Report to The Center.

h. Other events

4. Designate some of the Steering Committee membership to serve as Staff Committees for:

a. The Legal Basis for the Agency

b. The Philosophy and Objectives of the Agency

c. The Organizational Structure of the Agency

5. Designate Agency staff to serve on committees and the various program committees indicated under PART I. C. which follows.

6. Keep the Agency staff advised of the direction and progress of The Analysis.

7. Make suggestions which the Co-Chairmen may communicate to The Center for the selection of Visiting Team members.

8. Conduct meetings for the purpose of achieving staff consensus, so the Preliminary (and also the Self-Analysis) Report will represent Staff rather than merely individual committee consensus.

9. Become familiar with the Visiting Team Report or especially those reactions which are in conflict with appraisal in the Preliminary Report.

10. Assist the Co-Chairmen as requested and advisable.

C. Responsibilities Of The Staff Committees

Committees made up of members of the Agency actually represent the major fountain of knowledge which the Self-Analysis phase of this study is designed to tap, and which is essential to both the identification and implementation of desirable change to strengthen and improve the Agency. Adequate functioning of these Staff Committees may well be the most influential factor in the success of this venture. Each of these Committees should:

1. Elect or have designated one member to serve as Chairman.

2. Organize as efficiently as possible to perform assignments and meet the time schedule.

3. Review and carefully study the criteria suggested for its assigned area of responsibility (PART I.C.).

4. Revise, add to, or delete each criterion until these are deemed appropriate and complete for the task at hand.

5. Discuss their appraisals among themselves, but under no circumstances with outsiders.

6. Arrange for all Staff Committee reports to be unsigned. Each Committee member should make an appraisal (reply) to each criterion, and transmit this (also unsigned) to his Committee chairman.

7. Arrange for all results of Staff Committee work to be kept anonymous so far as individual opinions are concerned.

8. See that individual Committee member reports are presented to the Committee Chairman to achieve consensus of the Committee, then to the Steering Committee Chairman to achieve staff consensus and to develop a Preliminary Report which will be delivered to The Center for subsequent use with the Visiting Team (for its reactions).

9. See that Visiting Team reactions to the Staff Preliminary Report are communicated to the Staff, after which the Staff (through the Steering Committee and with the aid of the Co-Chairman) prepares a Report of the Self-Analysis, which in turn will be incorporated as one of three parts of an overall report which the Center will prepare and submit to the Director of the Agency for his consideration and disposition.

D. Responsibilities of The Center

The Center for Research and Development in State Education Leadership designed this instrument (Format and Criteria for Analysis) and should therefore be in optimum position to assist others in its use. The Center has one overall responsibility to coordinate the three phases of The Analysis (Self-Analysis, Reactions of the Visiting Team, and preparation of the final Report of The Analysis, note page of the Overview). The Center also:

1. Provides detailed orientation for all those involved in the Self-Analysis.

2. Actually recruits and directs the activities of the Visiting Team (phase two of the Analysis).

3. Prepares the Final Report of The Analysis and presents it to the Agency Director.

Pertinent and more detailed responsibilities of The Center are to:

a. Confer as necessary with the Director and other staff of the Agency.

b. Orient Agency Staff in general with the various intricacies of The Plan for Analysis of the State Agency.

c. Designate one of the two Co-Chairmen for the Self-Analysis phase of The Analysis.

d. Insure that the Co-Chairman designated by The Center is in position to perform the functions essential to his assignment.

e. Identify (in conference with the Director and his staff) desirable membership for the Visiting Team, and recruit the Team.

f. Receive the Preliminary Report of the Self-Analysis and study it.

g. Orient the Visiting Team.

h. Transmit the Preliminary Report to the Visiting Team, make certain it is studied by and discussed with the Visiting Team.

i. Oversee the work of the Visiting Team (note PART II of this Plan).

j. Oversee the preparation of the Visiting Team's Report (reactions).

k. Receive the Visiting Team Report and study it.

l. Communicate significant reactions of the Visiting Team to the Agency Director and appropriate Staff.

m. Receive the final Report of the Self-Analysis and study it.

n. Prepare a tentative draft of the Report of the Analysis of the State Agency for Vocational-Technical Education including a summary of the Self-Analysis Report, a summary of the Visiting Team Report, specific recommendations and suggestions on timing, procedures, and probable costs.

o. Discuss the tentative draft (above) with the Agency Director.

p. Prepare a final draft of The Analysis and deliver copies to the Director of the Agency.

E. Instructions For The Self-Analysis Phase And The Use Of Symbols

On pages which follow, are included the several areas for analysis of the Agency. Under each of these areas are listed a number of criteria. Instructions for each Staff Committee include the following steps:

1. Initially, the Staff Committee which has been assigned the responsibility for a given area should read through the entire list of criteria for the area in question.

2. Next the Staff Committee should consider each individual criterion per se, and reflect upon its appropriateness.

3. If the criterion is deemed (by the Staff Committee) appropriate as stated, (and this will be true in most instances), then the criterion should be left unaltered.

4. If, for some reason, the Staff Committee should agree that some change (additions, deletions, or revisions) in the wording of the criterion would make it more appropriate for use in their assignment, then the Steering Committee should make such changes as it deems in order (subject to approval by the Center.

5. When each criterion has been considered as suggested above, the Staff Committee members should proceed, individually, to make their analysis for each criterion. This should be done by placing a symbol in the appropriate place opposite each criteria.

NOTE

> To the right of each criterion are two lines. The first is for the Agency Committee analysis. The second is for subsequent Visiting Team reactions.

6. After each Staff Committee member has made (individually) his analysis of the existing situation or conditions for each criterion, then the Committee should convene and reach a consensus rating for each criterion.

7. The Staff Committee should prepare one copy of the Staff Committee's consensus, and this should be reported as requested by the Steering Committee Chairman.

8. After each Staff Committee report has been reviewed (as deemed advisable by the Steering Committee) and a consensus of agreement reached by the Staff, all of the Committee reports should be combined (in the special volume which will be provided by The Center) and will then constitute the Preliminary Report of the Self-Analysis.

9. The Co-Chairman representing the Agency should mail this to The Center

10. Subsequently, The Center will study the Preliminary Report, ascertain Visiting Team reactions, and communicate these to the Steering Committee.

11. Subsequently, the Steering Committee will confer (as it deems appropriate) with Staff Committees in light of the Visiting Team reactions and develop a Report of the Self-Analysis (which may or may not differ appreciably from the Preliminary Report). Accordingly, this step may or may not involve formal staff meetings.

Following are explanations of symbols to be used by Staff Committees and these in turn are followed by "Areas and Criteria for the Self-Analysis".

Symbols for Staff Committee Use:

Symbol	Analysis of Provisions or Conditions
E	Excellent
VG	Very Good
G	Good
S	Satisfactory
F	Fair
P	Poor
M	Missing and Needed
N	Missing but not Needed

Symbols for Visiting Team Use:

Symbol	Visiting Team Reactions
S	Would have given the same rating
+	Would have given a higher rating
-	Would have given a lower rating
0	Not rated

F. Areas And Criteria For Analyses

1. Foundation for the Agency

a. The Legal Basis for the Agency

	Criteria	Staff Comm. Anal.	Visit Team React.
1.	State statutes adequately provide for an Agency and an Agency Director responsible for administering the State Program of Vocational-Technical education and for executing laws, rules, and regulations governing the Agency.	_____	_____
2.	State statutes provide for a suitable administrative structure that fits the Agency for its leadership role in Vocational-Technical education . . .	_____	_____
3.	State statutes have made adequate provision to promote and assure a workable cooperative relationship between general education and Vocational-Technical education.	_____	_____
4.	The State and its legally constituted Agency clearly assume the responsibility for seeing that the Vocational-Technical educational needs of the State are met	_____	_____
5.	State statutes are sufficiently flexible to permit changes in the Agency pattern of organization for meeting new conditions and attaining the most efficient organization.	_____	_____
6.	State school laws are sufficiently well-codified and free from problems of interpretation so that they form an excellent basis for use by all concerned.	_____	_____

	Criteria	Staff Comm. Anal.	Visit Team React.
7.	Responsibility for the conduct of local public education is delegated to local school districts.	_____	_____
8.			
9.			
10.			

(Note next page)

In an over-all appraisal of the effectiveness of the Legal Basis for the Agency the assigned Staff Committee should summarize briefly its perceptions of:

Principal strengths:

Principal weaknesses:

Suggested strengthening measures:

b. Philosophy and Objectives of the Agency

Criteria	Staff Comm. Anal.	Visit. Team React.
1. The Agency maintains a written statement of philosophy and objectives that is periodically reviewed and revised as necessary by the staff and administration.	_____	_____
2. The Agency perceives its major role and function to be one of providing vocational-technical educational leadership to the schools of the state	_____	_____
3. The Agency contributes significantly to the improvement of vocational-technical education and to education generally	_____	_____
4. The Agency is impartial and consistent in the application of policies and regulations.	_____	_____
5. The Agency encourages the maximum local autonomy consistent with effective educational programs.	_____	_____
6. All major related social issues, including civil rights, are concerns of the Agency	_____	_____
7. Close working relationships are maintained by the Agency with all other areas of education.	_____	_____
8. Close working relationships are maintained by the Agency with institutions of higher education.	_____	_____
9. The regulation function of the Agency is no greater than that required to assure compliance with State and Federal regulations	_____	_____

Criteria	Staff Comm. Anal.	Visit. Team React.
10. The Agency recognizes the contribution of independent, private, and parochial schools.	_____	_____
11. As a matter of practice and philosophy, the Agency can and does frequently waive requirements expressed as minimum standards to encourage worthwhile research and experimentation.	_____	_____
12.		
13.		
14.		

(note next page)

In an over-all appraisal of the effectiveness of the Philosophy and Objectives of the Agency the assigned Staff Committee should summarize briefly its perceptions of:

Principal strengths:

Principal weaknesses:

Suggested strengthening measures:

c. The Organizational Structure of the Agency and Its Relationship to Other Agencies

Criteria	Staff Comm. Anal.	Visit. Team React.
1. The organizational pattern of the Agency is simple, flexible and adaptable to existing and developing needs.	_____	_____
2. The Agency Staff and its competencies are used to best advantage in rendering professional services.	_____	_____
3. The Agency coordinates its activities closely with other state Agencies and with federal agencies concerned with education.	_____	_____
4. The administrative officers of the Agency are adequately involved in policy decision.	_____	_____
5. The potential effect upon various facets of education is considered before policy recommendations are made.	_____	_____
6. The Administration has sufficient autonomy to carry out the objectives of the Agency within the framework of established policies	_____	_____
7. The number of persons reporting to each supervisor is small enough to permit the development of satisfying working relationships on a person to person basis	_____	_____
8. There is readily available, a formal organizational chart which clearly defines the duties, responsibilities and working relationships within the Agency	_____	_____
9. In exercising the responsibilities assigned him, each individual regularly reports to and receives direction from a single, clearly identified colleague	_____	_____

	Criteria	Staff Comm. Anal.	Visit. Team React.
10.	Sufficient authority is delegated to Staff members to permit them to carry out their assigned responsibilities. . .		
11.	Effort is made to keep the responsibilities assigned to any one individual as homogenuous as possible		
12.	The number of professional staff (actually employed) is adequate to carry out the objectives of the Agency		
13.	Major responsibilities of the Agency are identified and accounted for in the organizational chart		
14.	The responsibilities for recommending and for approving allocation of funds are clearly defined and specifically assigned		
15.	The organizational pattern of the Agency is conducive to effective coordination among staff members in program development and operation in areas of joint responsibility		
16.	The Agency has one or more persons whose chief responsibility is program development and curriculum development .		
17.			
18.			
19.			

(note next page)

In an over-all appraisal of the effectiveness of the Organizational Structure of the Agency the assigned Staff Committee should summarize briefly its perceptions of:

Principal strengths:

Principal weaknesses:

Suggested strengthening measures:

2. Administrative Functions of the Agency

a. Agency Policy Formulating

Criteria	Staff Comm. Anal.	Visit Team React.
1. The State Board responsible for Vocational-Technical education understands that its primary role is policy making and differentiates this from administration.		
2. The State Board and the Superintendent of Public Instruction and/or the Agency Director, as the case may be, clearly understand their separate responsibilities		
3. The State Board and the Superintendent of Public Instruction and/or the Agency Director, as the case may be, seek the advice of groups that would be affected by policies adopted.		
4. The Agency Director recommends in writing items for which policy should be established or revised. If he is responsible directly to the Board, he makes his recommendations direct to the Board. If he is responsible to the State Superintendent of Public Instruction he makes his recommendations to and through the Superintendent.		
5. New policy statements are systematically codified, indexed, and promptly distributed to all affected boards or interested parties		
6. Proposals for policies or revisions are planned in anticipation of the state's needs or before potential problems arise.		

Criteria	Staff Comm. Anal.	Visit Team React.
7. The Agency staff is given opportunity to participate in policy functions . . .	_____	_____
8. The Agency staff accepts an active responsibility for initiating, developing and reviewing policy.	_____	_____
9. Established policies provide for variations for unusual circumstances . .	_____	_____
10. The effective date of a new policy is set far enough in advance to allow those affected to make necessary adjustments.	_____	_____
11.		
12.		
13.		

(Note next page)

In an over-all appraisal of the effectiveness of Agency Policy Formulating the assigned Staff Committee should summarize briefly its perception of:

Principal strengths:

Principal weaknesses:

Suggested strengthening measures:

b. Agency Staffing

Criteria	Staff Comm. Anal.	Visit Team React.
1. There is a clear and concise job description which defines the duties and responsibilities for each position.	____	____
2. The profession is informed about positions to be filled and given directions for making application	____	____
3. Persons considered competent are encouraged to apply	____	____
4. Staffing is regarded as one of the most important administrative functions	____	____
5. Applicants are interviewed by appointing officers as well as by some of the persons who will work directly with the new employees	____	____
6. Applicants are fully informed about personnel administration practices, appraisal of work, expectations of and provision for further training, opportunity and obligation to attend professional meetings, salary schedules, opportunities for advancement, etc.	____	____
7. The beginning salary and salary increments are sufficient to attract qualified applicants.	____	____
8. Staff members with similar responsibilities receive comparable pay.	____	____
9. The primary consideration in selecting new employees is their ability to perform the required services.	____	____

Criteria	Staff Comm. Anal.	Visit Team React.
10. There is no discrimination based on personal characteristics such as religion or ethnic background.	____	____
11. The selection process includes a review of the applicant's personal characteristics.	____	____
12. The selection process includes a review of the applicant's educational background and experiences.	____	____
13. The selection process includes a review of the applicant's demonstrated ability to write and speak effectively	____	____
14. The selection process includes a review of the applicant's history of working relationships with the profession and laymen.	____	____
15. There is provision for staff members to obtain leaves for professional purposes.	____	____
16. There are adequate clerical services. . .	____	____
17. The number of Staff members is sufficient to perform the services required of the Agency.	____	____
18. The efficiency of the Agency is not damaged by the amount of turnover in the Staff	____	____
19. There is a planned and systematic orientation of all new employees with the responsibility for this service clearly assigned.	____	____
20. There are planned in-service programs for Staff members.	____	____

Criteria	Staff Comm. Anal.	Visit Team React.
21. There are regular and called meetings of supervisors of programs with the Director or his Assistant, with minutes kept.	____	____
22. There is mutual respect, good working relationships, and adequate communication among the units in the Agency	____	____
23. Staff members regularly report to their supervisors in regard to their work	____	____
24. Staff members within individual units participate in reviewing current programs and in developing new programs	____	____
25. Appointments are made from within the Staff to fill vacancies when qualified individuals are available.	____	____
26. Transfers are made only after being discussed with the individual involved.	____	____
27. Information in each employee's personnel file is confidential and available only to the employee and to the responsible Administrative staff.	____	____
28. On personnel matters the Administration deals with each employee on an individual basis	____	____
29. The lines of communication are observed in channeling communications on personnel matters so that all persons involved are adequately informed	____	____

Criteria	Staff Comm. Anal.	Visit Team React.
30. Adequate time is available to Administrators of programs for personnel management.	_____	_____
31. Supervisors discuss with their Staff individuallly, the quality of their work and encourage Staff members to react to the discussion. . . .	_____	_____
32. Staff members are not dismissed without being given proper opportunity to discuss the cause for the contemplated dismissal and the dismissal does not occur until efforts to adjust the employee have failed.	_____	_____
33. The personnel policies under which the Agency operates are clearly stated, compiled in convenient form and available to all interested persons	_____	_____
34.		
35.		
36.		

(Note next page)

In an over-all appraisal of the effectiveness of Agency Staffing the assigned Staff Committee should summarize briefly its perceptions of:

Principal strengths:

Principal weaknesses:

Suggested strengthening measures:

c. Agency Financing

Criteria	Staff Comm. Anal.	Visit Team React.
1. The Director considers the requests of unit chiefs before finalizing the budget request for the Agency.	_____	_____
2. The budget request for the Agency is supported by sufficient data and narrative to justify it.	_____	_____
3. Clear and concise fiscal summaries are made periodically.	_____	_____
4. Standards for the allocation of use of capital outlay funds are clearly stated and readily available . .	_____	_____
5. Any revisions necessary to administer the annual budget are made or approved by or through the Director	_____	_____
6. Educational activities for which the Agency has the authority to distribute funds are approved for reimbursement only if the activities meet the established minimum requirements	_____	_____
7. The responsibility for administering the various budgets within the Agency is clearly defined and specifically assigned.	_____	_____
8. All Agency staff members who handle money are adequately bonded . . .	_____	_____
9. The policies on fiscal management are clearly stated and available to all interested persons	_____	_____
10. Staff members who administer various budget items are promptly informed of revisions which may affect their programs	_____	_____

Criteria	Staff Comm. Anal.	Visit Team React.
11. The budget items for instructional programs are developed cooperatively with the educational specialists concerned.		
12. The division of responsibility between Staff members involved in fiscal control and those who administer educational programs is clearly defined and generally understood		
13. Channels for developing and securing approval of the Agency budget are clearly defined and appropriate.		
14. The State Director has responsibility for final reviewing, approval and submission of the budget		
15.		
16.		
17.		

(Note next page)

In an over-all appraisal of the effectiveness of Agency Financing the assigned Staff Committee should summarize briefly its perception:

Principal strengths:

Principal weaknesses:

Suggested strengthening measures:

C. Agency Planning

Criteria	Staff Comm. Anal.	Visit Team React.
1. The staffing pattern of the Agency has been developed with due consideration to the legal responsibilities, philosophy, and objectives of the Agency.	____	____
2. The Agency has long-range goals for statewide needs for (1) professional staff development, (2) instructional program development and (3) fiscal support. . . .	____	____
3. The Agency's long-range plans include statewide needs for (1) professional staff development, (2) instructional program development and (3) fiscal support.	____	____
4. The Agency develops long-range plans for meeting the vocational-technical needs as a guide to school districts in planning their programs. . .	____	____
5. Provision is made in the planning process for the advice and consultation of representatives of local educational agencies, laymen, and specialists both from general education and from vocational-technical education.	____	____
6. Provision is made for regular review of Agency operating policies to adjust to changing conditions and needs of the state.	____	____
7. State guides for local vocational-technical instructional programs are cooperatively developed by the Agency and local district educators using special consultants as needed. . .	____	____

Criteria	Staff Comm. Anal.	Visit Team React.
8. State plans for local vocational-technical programs are cooperatively developed and they state in precise, clearly written form the minimum standards for state approval.	_____	_____
9. The Agency provides leadership in the development of educational programs for urban and rural areas with unique problems and for dropouts and adults	_____	_____
10. The Agency plans cooperatively with other agencies that have an overlapping interest in educational programs, health and employment security.	_____	_____
11. Supervisory personnel from the state level are regularly available to suggest, promote, and to assist local schools and communities in evaluating and implementing changes and/or new programs in vocational-technical opportunities. . . .	_____	_____
12.		
13.		
14.		

(Note next page)

In an over-all appraisal of the effectiveness of Agency Planning the assigned Staff Committee should summarize briefly its perception of:

Principal strengths:

Principal weaknesses:

Suggested strengthening measures:

e. Agency Coordinating

Criteria	Staff Comm. Anal.	Visit Team React.
1. The basic operating policies and procedures for instructional program areas in the Agency are developed cooperatively with local educational personnel and are provided in written form for use by both state and local educators. . . .	____	____
2. There is evidence of mutual respect and good working relationships between the Agency and the institutions of higher education that provide teacher education programs	____	____
3. There is mutual respect, understanding, and good working relationships among the various agencies involved in the certification of teachers.	____	____
4. The Staff works cooperatively in developing, promoting and implementing at the local instructional level an expanded and improved program of occupational information and guidance services for youth.	____	____
5. Joint program efforts of the Agency are coordinated through committees with the specific fields affected being represented. . . .	____	____
6. The characteristics of an effective program are defined or clarified by the Staff and opportunities for flexibility and choice are provided to local educational agencies	____	____

Criteria	Staff Comm. Anal.	Visit Team React.
7. The Agency organization provides for close coordination of the vocational-technical program with other educational programs.	_____	_____
8. Staff members responsible for developing or approving building plans work closely with program specialists and those responsible for compliance with minimum standards.	_____	_____
9. There are good active working relationships between the Agency and other agencies such as business and labor, the Employment Service, Welfare programs and others concerned with manpower training and development .	_____	_____
10.		
11.		
12.		

(Note next page)

In an over-all appraisal of the effectiveness of Agency Coordinating the assigned Staff Committee should summarize briefly its perception of:

Principal strengths:

Principal weaknesses:

Suggested strengthening measures:

f. Agency Directing

Criteria	Staff Comm. Anal.	Visit Team React.
1. Staff activities are guided by the philosophy that the administration of schools is the responsibility of local school administrators, with the principal function of the state staff being consultative and advisory.	_____	_____
2. The Staff recognizes and cooperatively functions within the framework of the Agency organizational pattern.	_____	_____
3. The Staff members have their work contacts with local administrators and work through them in making teacher contacts.	_____	_____
4. The Staff works with local schools in promoting, conducting and evaluating pilot programs	_____	_____
5. The Staff applies policies impartially in dealing with local school districts.	_____	_____
6. The Agency recognizes that its major role is in leadership with regulation kept to the minimum that law and state regulations permit . .	_____	_____
7. **The Staff** works with local schools in making periodic evaluations of their programs.	_____	_____
8. The Staff recognizes that a primary function of state level directing is to aid in providing in each school district the most effective teaching-learning situation	_____	_____

Criteria	Staff Comm. Anal.	Visit Team React.
9.		
10.		
11.		

(Note next page)

In an over-all appraisal of the effectiveness of Agency Directing the assigned Staff Committee should summarize briefly its perception of:

Principal strengths:

Principal weaknesses:

Suggested strengthening measures:

g. Agency Communicating

Criteria	Staff Comm. Anal.	Visit Team React.
1. The attitude and practices of the Administrative officers encourage the free exchange of information and ideas between Staff members.	_____	_____
2. Frank and open discussion of mutual problems on a face-to-face basis is generally regarded as the most effective means of communication among people	_____	_____
3. Staff meetings are held at regular intervals with a carefully planned agenda of general interest to those attending.	_____	_____
4. The Director assumes over-all responsibility for public relations. . .	_____	_____
5. There is a planned procedure for informing local school districts of new policies and of revisions to old policies	_____	_____
6. Regular press releases are provided to state and local newspapers.	_____	_____
7. The Agency keeps abreast of education news throughout the state through a clipping service or some similar device	_____	_____
8. There is a planned program for keeping the Legislature and the executive branch of the state government informed about the accomplishments and the needs of vocational-technical education throughout the state	_____	_____
9. Appropriate professional education organizations are included among the special groups to be kept informed through the public relations program . .	_____	_____

Criteria	Staff Comm. Anal.	Visit Team React.
10. Advisory committees are regarded as an essential part of the Agency's communication system.	_____	_____
11. Effort is made to balance the membership of the advisory committees so that all interested groups are represented	_____	_____
12. Members of the advisory committees receive official confirmation of their appointment from an appropriate authority	_____	_____
13. There is available a set of operating policies which define the role of advisory committees, the duties and responsibilities of members, and the relationship of the committees to the Agency	_____	_____
14. Each meeting of the advisory committee utilizes a carefully planned agenda which has been submitted to the membership prior to the meeting	_____	_____
15. The deliberations of the committee are edited and recorded in the official minutes of each meeting.	_____	_____
16. Appropriate recognition is given to lay members for service on advisory committees	_____	_____
17. The responsibility for liaison with each advisory committee is specifically assigned to an appropriate Staff member.	_____	_____
18. The disposition of all recommendations made by the committee is reported back to the membership	_____	_____

Criteria	Staff Comm. Anal.	Visit Team React.
19. Pertinent information from federal and state agencies is abstracted and disseminated by the Agency to local educational agencies and other appropriate groups.		
20. The Agency prepares reports of its program and activities and disseminates them to the general public.		
21.		
22.		
23.		

(Note next page)

In an over-all appraisal of the effectiveness of Agency Communicating the assigned Staff Committee should summarize briefly its perception of:

Principal strengths:

Principal weaknesses:

Suggested strengthening measures:

h. Agency Promoting Functions

Criteria	Staff Comm. Anal.	Visit Team React.
1. The Agency maintains or has available to it an up to date library of educational materials, courses of study, research reports, publications of the Agency, guidance and testing materials.		
2. The responsibility for promoting is specifically assigned, but all Staff members recognize their individual responsibilities.		
3. The Agency recognizes effective public relations must be concerned with information designed for specific groups in addition to that designed for general consumption . .		
4. The Agency recognizes that its major role is in leadership with regulation kept to the minimum that law and state regulation permit.		
5. The Agency encourages the establishment of curriculum development workshops and provides consultant services for them.		
6. The Agency provides consultants to assist local districts in planning educational activities such as program organization, operation, and administration and provides acceptable standards in these areas.		
7. The Agency plans definite promotional activities to provide better communication and understanding between local districts and the Agency (Conferences, publications, news letters).		

Criteria	Staff Comm. Anal.	Visit Team React.
8. The Agency uses lay advisory committees.		
9. The Agency encourages local districts to use lay advisory committees.		
10. The Agency encourages and supports the study of manpower and human resources needs at both the local and state levels.		
11. In its promotional activities the Agency maintains a proper balance of emphasis on school consultants, enrollees, drop-outs and adults		
12. The Agency encourages the development of area schools and provides consultants services to assist in this effort		
13.		
14.		
15.		

(Note next page)

In an over-all appraisal of the effectiveness of Agency Promoting the assigned Staff Committee should summarize briefly its perception of:

Principal strengths:

Principal weaknesses:

Suggested strengthening measures:

i. Agency Researching Functions

	Criteria	Staff Comm. Anal.	Visit Team React.
1.	There is a planned program for reviewing, abstracting and disseminating pertinent research reports to the schools of the state and the teacher education schools.	_____	_____
2.	There is a representative and functioning advisory committee in regard to research activities	_____	_____
3.	There is planned and systematic communication between the Agency and those individuals in the institutions of higher education who do educational research.	_____	_____
4.	The Agency regards research as an essential part of sound planning and development.	_____	_____
5.	The Agency does continuing research to identify trends and problems and to provide current data on enrollment, costs, investments in facilities, programs of instruction being offered, teacher supply, and projected needs. . .	_____	_____
6.	Innovations based on research findings are field tested before being recommended for general use. . . .	_____	_____
7.	The Agency identifies areas of needed research and encourages institutions of higher learning to do research	_____	_____
8.	Research studies sponsored by the Agency are carefully selected and well structured.	_____	_____

Criteria	Staff Comm. Anal.	Visit Team React.
9. The Agency studies the effectiveness of the school district vocational-technical program as a basis for meeting the educational needs of the pupils of the state.	_____	_____
10. The Agency effectively studies the financial provision by state and local districts of the state to determine the extent to which the district may be able to provide a proper vocational-technical educational program.	_____	_____
11.		
12.		
13.		

(Note next page)

In an over-all appraisal of the effectiveness of Agency Researching the assigned Staff Committee should summarize briefly its perceptions of:

Principal strengths:

Principal weaknesses:

Suggested strengthening measures:

j. Agency Supporting Services

Criteria	Staff Comm. Anal.	Visit Team React.
1. The Agency is adequately housed for effective functioning.	_____	_____
2. The office facilities are well-lighted and provide a desirable working climate.	_____	_____
3. The office facilities permit effective grouping of staff members to effect efficient performance of their respective duties in relation to those with whom they must most frequently cooperate	_____	_____
4. Adequate and convenient provision has been made for large and small group conferences.	_____	_____
5. The office facilities permit arrangements conducive to maximum use of central resource materials and equipment.	_____	_____
6. The Agency Staff has ready access to necessary supplies and resource materials.	_____	_____
7. The Agency has available to it the use of necessary time saving equipment to facilitate maximum production	_____	_____
8. The Agency is conveniently linked for rapid communication within the Agency and with other state agencies related to or responsible for state educational activities	_____	_____
9. The Agency has, or has access to and use of, adequate production equipment and services of quality.	_____	_____

Criteria	Staff Comm. Anal.	Visit Team React.
10. The Agency has adequate and prompt mailing service.	____	____
11. Adequate professional and supporting staff in the graphic arts are provided	____	____
12. Adequate professional and supporting staff in the statistical field (or in statistics) are provided	____	____
13. The Agency recognizes that sometimes supporting services can be more efficiently provided by outside sources, and it makes effective use of these channels.	____	____
14.		
15.		
16.		

(Note next page)

In an over-all appraisal of the effectiveness of Agency Facilities and Equipment the assigned Staff Committee should summarize briefly its perception of:

Principal strengths:

Principal weaknesses:

Suggested strengthening measures:

3. Criteria For Each Program of the Agency

a. General Criteria for the Program

	Staff Comm. Anal.	Visit Team React.
1. There is a written statement of philosophy and objectives of the program that is periodically reviewed and revised.	_____	_____
2. Staff perceive their major role and function to be one of providing leadership.	_____	_____
3. Staff contribute significantly to the improvement of the Program at the local level.	_____	_____
4. Staff are impartial and consistent in the application of policies and regulations	_____	_____
5. Staff regulation of local programs is no greater than that necessary to assure compliance with State and Federal requirements.	_____	_____
6. Staff can and do frequently waive requirements or standards to encourage worthwhile research and experimentation	_____	_____
7. There is specific and adequate (written) provision for periodic evaluation of the program	_____	_____
8. There is periodic and adequate evaluation of this Agency program	_____	_____
9. Results of program evaluations are adequately disseminated and acted upon.	_____	_____

b. Criteria for the Organizational Structure of the Program

	Staff Comm. Anal.	Visit Team React.
1. The program has an administrative structure that fits it for a leadership role.		
2. The organizational pattern for the Program is simple, flexible and adaptable to existing and developing needs		
3. There is readily available, an organization chart which clearly outlines the responsibilities and working relationships with the Program.		
4. The number of professional staff (actually employed) is adequate to achieve the objectives of the Program.		
5. There is readily available (to all concerned) a written statement of duties and responsibilities of each professional and clerical staff member		
6. The Program staff and their competencies are used to the best advantage in rendering services . .		
7. The number of persons reporting to each supervisor is small enough to permit the development of satisfying working relationships on a person-to-person basis.		
8. Program staff have sufficient autonomy to carry out the objectives of the Program within a framework of established policies.		

	Staff Comm. Anal.	Visit Team React.
9. The responsibility for recommending and for approving allocation of funds within the Program is clearly defined and assigned.		

c. Staffing for the Program

	Staff Comm. Anal.	Visit Team React.
1. There is a clear and concise written job description which defines the duties and responsibilities for each position		
2. One or more subordinate staff members are being groomed as potential occupants of key positions.		
3. The beginning salary and salary increments are sufficient to attract qualified applicants.		
4. The primary consideration in selecting new employees is their ability to perform.		
5. There are adequate clerical services.		
6. Average tenure is sufficient to maintain staff efficiency.		
7. There is mutual respect, good working relationships, and adequate communication among the units within the Program.		
8. Staff members regularly report to their supervisors.		
9. Frank and open discussion of staff problems on a face-to-face basis is generally practiced.		
10. Staff matters which are of a personal nature are so treated.		

	Staff Comm. Anal.	Visit Team React.
11. Adequate time is available to the administrator of the Program for personnel management.	_____	_____
12. Adequate provisions are made on an equitable basis for staff members to attend professional meetings.	_____	_____

d. Policy Formulating for the Program

1. The Program director makes written recommendations concerning policies which should be established or revised	_____	_____
2. Staff are given opportunity to participate in policy formulating	_____	_____
3. Staff participate in reviewing current programs and in developing new programs.	_____	_____
4. Potential effect upon various facets of education is considered before policy recommendations are made	_____	_____
5. The Program has long-range goals with due consideration for (1) professional staff development, (2) instructional program development, and (3) fiscal support.	_____	_____
6. The Program makes appropriate use of advisory committees	_____	_____
7. The Program coordinates its activities closely with other department programs	_____	_____

e. Financing for the Program

	Staff Comm. Anal.	Visit Team React.
1. The budget request for the Program is supported by sufficient data and narrative to justify it.	_____	_____
2. Clear and concise financial summaries are made periodically.	_____	_____
3. The division of responsibility between Staff members involved in financial control and those who administer the Program is clearly defined.	_____	_____
4. Funds available for the Program have kept pace with increases in the population served and requests for services	_____	_____

f. Directing of the Program

	Staff Comm. Anal.	Visit Team React.
1. Staff recognize, and cooperatively function within, the framework of the Department Organization.	_____	_____
2. Staff work primarily with administrative and supervisory personnel in local schools rather than with teachers	_____	_____
3. Staff work with local schools in promoting, conducting, and evaluating programs	_____	_____
4. There are both optimum and minimum standards for the Program.	_____	_____

g. Promoting for the Program

	Staff Comm. Anal.	Visit Team React.
1. The responsibility for promoting is specifically assigned, but all Staff members recognize their individual responsibilities	_____	_____

Staff Comm. Anal. Visit Team React.

2. Staff recognize effective public relations must be concerned with information designed for specific groups in addition to that designed for general consumption. . . . . ____ ____

3. The program maintains an up to date library of educational materials, courses of study, research reports, and publications . . . . ____ ____

4. Staff conducts an inservice training program for administrators, supervisors and teachers. . . . . ____ ____

h. Researching Functions of the Program

1. There is a planned program for reviewing, abstracting and disseminating pertinent research reports . . . . ____ ____

2. There is planned and systematic communication between the Program Staff and others involved in pertinent research . . . . ____ ____

3. Staff regard research as an essential part of sound planning and development. . . . . ____ ____

4. Innovations based on research findings are field tested before being recommended for general use. . . . ____ ____

5. Staff identify areas of needed research and promote appropriate action . . . . ____ ____

i. Facilities, Equipment and Supporting Services for the Program

1. Staff are adequately housed for effective functioning. . . . . ____ ____

	Staff Comm. Anal.	Visit Team React.
2. Staff have ready access to necessary supplies and resource materials.	_____	_____
3. Staff have access to adequate production equipment and services. . . .	_____	_____
4. Supporting services for the Program are adequate	_____	_____

(Note next page)

In an over-all appraisal of the effectiveness of Criteria For Each Program of the Agency the assigned Staff Committee should summarize briefly its perception of:

Principal strengths:

Principal weaknesses:

Suggested strengthening measures:

PART II RECRUITING AND UTILIZING THE VISITING TEAM

The basic purpose for the Visiting Team is to provide unbiased, somewhat interdisciplinary reactions to the Agency's Self-Analysis, and to provide insights and judgments which will be of value to The Center in formulating recommendations and related information to be included in the Final Report of The Analysis.

A. Selection and Recruitment of Visiting Team Members

The actual selection of Visiting Team members should be made by The Center, after consultation with the Director. In effect, the Director may want to make several nominations in each of several areas. Availability, competence, experience, training, reliability, compatability, location acceptability, politics, and other obvious factors are of prime importance in the selection of Visiting Team members.

The Visiting Team should include a total of about 6 persons distributed such as:

(1) One or two Directors of other State Agencies for Vocational-Technical Education

(2) Two University representatives

(3) One or two representatives from the state legislator

(4) One representative of a professional education association

The Center will recruit the best possible Team, all factors considered. Evidence of bias or preconceived opinions may warrant elimination of a prospect. Following telephone or personal discussions with those concerned, The Center will formalize contractual details with each Team member.

B. Orientation and Organization of the Visiting Team

An initial on-site meeting of the Team should mark the beginning of the Team's work. Even though Team members may have participated in previous similar analyses or evaluation activities, each member of the Team should be present for a major orientation meeting to review procedures, become acquainted with other Team members, influence organization of the Team for work, review the Preliminary Report of the Self-Analysis, etc.

In order to expedite the work of the Visiting Team and provide continuity through The Analysis (Self-Analysis, Visiting Team and Final Report phases) a staff member of The Center will chair the Visiting Team. The Team will be divided in sub-teams for the purpose of dividing the work to be done.

The Visiting Team must necessarily stress certain guidelines:

(1) An official report of the Visiting Team's reactions will be developed, but the reactions of individual team members should be at no time revealed except while the Visiting Team is functioning officially as a team.

(2) The Visiting Team Report will be a Team report, rather than a report of the reactions of individual team members.

(3) At no time should a team member (or members) make recommendations to Agency Staff directly or personally.

(4) The Visiting Team should make suggestions to The Center which may well be utilized in the formulation of the specific recommendations to be included in the Final Report of the Analysis which The Center will submit to the Director.

(5) Demands of the assignment necessitate that all Visiting Team members be present full-time while the Team is scheduled to be in action (from the time of the beginning of the initial on-site orientation meeting until the Visiting Team Report has been completed).

C. Procedures for Operation

The procedures to be followed by the Visiting Team are as follows:

(1) All Team members report for an initial orientation session to be conducted by The Center (this will be on-site of the Agency).

(2) Each Team member should thoroughly study the Preliminary Report of the Self-Analysis.

(3) The Team will organize into sub-teams, dividing the work to be done among them, preferably two members on a team.

(4) Chairmen of the sub-team should develop a schedule of appointments with Agency staff for the purpose of acquiring information, developing impressions, and formulating reactions to each individual criterion for the areas assigned (note PART I.C. for detailed listing of the areas).

(5) The Agency Co-Chairman should, upon request by The Center, contact Agency staff to schedule appointments for the Visiting Team members to confer with Agency staff.

D. Report Preparation

The Visiting Team members will initially (through personal study, staff conference, and observation) formulate individual reactions to each criterion (in the areas assigned) and especially cogitate upon the appraisals (analyses) made by Agency Staff. In this regard, the individual Visiting Team member should then record (in the space provided) (note PART I.C.) his own reactions.

Most often, the Visiting Team will operate in sub-teams of two. The sub-team should reach agreement on reactions to each criterion and then report this to the Visiting Team as a whole. Consensus should be achieved by the Visiting Team as a whole, and this consensus recorded in the special document provided by The Center for this purpose. During the process of study, discussion and observation by Visiting Team members, each member will focus upon acquiring information pertinent to his special assignments. He should, incidentally, acquire additional information which will contribute to the development of consensus on the assignments of other members when the Team meets as a whole.

The Center will record the decisions and appropriate suggestions of Team members, and thus be responsible for formalizing the Visiting Team Report (which may subsequently be submitted to individual Team members for their corrections, additions, or deletions).

PART III THE FINAL REPORT

A. Composition

The Center has the responsibility for preparing The Final Report, which will include:

1. A summary (or the whole) of the Self-Analysis Report prepared by the Agency.

2. A summary (or the whole) of the Visiting Team Report.

3. Recommendations, with suggestions for implementation, including such factors as procedures, timing, and probable costs.

B. Preparation

The Center will make a detailed study of both the Preliminary and the Visiting Team Reports, conduct such additional conferences as may be necessary to acquire more facts or reactions and prepare a tentative draft of a Report of the State Agency for Vocational-Technical Education.

The Center (Allen Lee and/or his representatives) will discuss the tentative draft with the Director.

Thereafter, The Center will finalize the Report, have it duplicated, and submit the desired number of copies to the Director.

C. Distribution

The sole responsibility for distribution of The Report of the Analysis of the State Agency shall rest with the Director. No information, oral or written, shall otherwise be released by The Visiting Team, the Agency or Center staff, at any time without approval from the Director of the State Agency.

D. Implementation

The assumption is that the purpose of this activity (The

Analysis of the State Agency for Vocational-Technical education) is to strengthen and improve the Agency and thereby Vocational-Technical education in the state.

Hopefully, the activity will result in a report which identifies strengths that should be perpetuated and enhanced, and weaknesses or needs which warrant changes in policy, organization, and/or administration.

APPENDIX "C"

A PLAN FOR THE ANALYSIS OF STATE AGENCIES FOR VOCATIONAL-TECHNICAL EDUCATION

APPENDIX "C"

A Plan for the Analysis of State Agencies For Vocational-Technical Education

INTRODUCTION

This plan was prepared by staff of The Center for Research and Development in Education Leadership (Teaching Research Division, Oregon State System of Higher Education) and is composed of three main parts:

I. Self-Analysis by the State Agency for Vocational-Technical Education.

II. Visiting Team Reactions to the Agency's Self-Analysis.

III. The Final Report to the Director. This will consist of:

   A. A summary of the Self-Analysis (item I. above)
   B. A summary of the Visiting Team reactions to the Self-Analysis Report (II. above)
   C. Specific recommendations, with suggestions on timing, procedures, and probable costs.

Parts I and II above will be implemented by the State Agency for Vocational-Technical Education and the Visiting Team respectively, under the guidance and direction of the Co-Chairmen, the Steering Committee, and others as hereafter described. Part III (THE FINAL REPORT) will be prepared by staff of The Center for Research and Development in State Education Leadership and will be submitted to the Director of the State Agency for Vocational-Technical Education.

In recent years there has been nationwide concern about the respective roles of state and federal agencies; the fragmentation of responsibility for education on both state and federal levels; the organization, financing and efficiency of educational institutions; the actual or imagined abdication of some state responsibility for government; the suggested dangers in the growth of federal power centralized in Washington; the use of interstate compacts to solve multi-state problems; and the need for change and improvement in state education leadership.

Many politicians, political scientists and journalists would have us believe that state government is dying. If we go much further, warns Senator Strom Thurmond, "...in a few years, the states will be nothing more than territories."

Thomas Jefferson warned that the only way to prevent the encroachment of federal power into areas beyond its proper sphere is to strengthen state governments. Many agencies and persons in the Congress, in the

U. S. Office of Education and elsewhere have recognized the need to strengthen and improve State Agencies for vocational-technical education, to equip them to fulfill a role best suited to the needs of education in the individual state today.

The Center staff formulated certain assumptions concerning State Agencies for Vocational-Technical Education, and these are embodied in the philosophy which has undergirded and guided the development and implementation of the plan subsequently described in this document. These assumptions include the following:

1. Many education functions cannot be efficiently and appropriately performed at the local district level, and can best be fulfilled at the state level.

2. Legally, logically, and desirably, the state agency has the major responsibility for vocational-technical education in the state.

3. Strengthening and improving the state agency offers the greatest potential for needed improvement of vocational-technical education programs.

4. Evaluations of state agencies go on continuously, formally, and informally. They evaluate themselves. They are evaluated by a variety of professional educators. The evaluations which determine the functions and the resources of these agencies are made by the electorate or their representatives in legislatures and governing boards. Evaluations determine the course public education will take.

5. Staff of the state agency are in optimum position to identify their own strengths and weaknesses; hence, there is a need for systematic self-analysis.

6. There is need to "See ourselves as others see us"; hence, competent persons from outside the agency should be brought in as a Visiting Team to react to the staff's Self-Analysis and make independent observations.

7. An informed and public-spirited staff is potentially the most capable and the most trusted group in a state in the development of policy and program. To approach this potential, there must be broad vision, many contacts, time for discussion and reflection, and willingness to boldly assume initiative.

8. An evaluation should be realistic, not defensive. It should be geared to state needs, not the desire of individual staff members.

9. A state's lay policy-makers should know about the Analysis activity, and should be kept informed of progress so that findings and recommendations will not come as a complete shock to them.

10. The objectives of this plan are to improve vocational-technical education through strengthening and improving the state agency, its organization and administration. The intent is to get the greatest possible benefits to education in the expenditure of available tax dollars.

11. The report should lead to requests for approval, for personnel and for funds to do the job that needs to be done.

The Plan as described hereafter provides for the Final Report to be made to the State Director. Information regarding findings of the Analysis of the State Agency for Vocational-Technical Education will be disseminated at the direction of the State Director (only).

Allen Lee
Associate Director
Teaching Research Division,
Oregon State System of Higher Education
in charge of Research and Development
in Education Policy, Organization and
Administration

DEFINITIONS

Administration (The): The Director of the State Agency for Vocational-Technical Education.

Analysis (The): The combined results of the activities of the Staff, the Visiting Team, and The Center for Research and Development in State Education Leadership (Teaching Research Division, Oregon State System of Higher Education).

Center (The): The Center (and Staff) for Research and Development in State Education Leadership which is a part of the Teaching Research Division of the Oregon State System of Higher Education.

Agency (The): The State Agency for Vocational-Technical Education.

OSSHE (The): The Oregon State System of Higher Education.

Reports: (listed in order of development)

1. Preliminary Report (The)

   The reports of the several Staff Committees (after they have been reviewed by the staff and reflect staff consensus) are combined into one document which is mailed to the Center. This is the "Preliminary Report" (of the Staff Self-Analysis).

2. Visiting Team Report (The)

   The Center receives the Preliminary Report (#1 above), studies it, and causes it to be carefully reviewed by the Visiting Team. When the Visiting Team's reactions are formalized, these become "The Visiting Team Report."

3. Self-Analysis Report (The)

   The Staff has the opportunity to reconsider its "Preliminary Report" (#1 above) in light of the Visiting Team Report (#2 above). The Staff then has the privilege of revising, deleting, or adding to its Preliminary Report. The product of this reconsideration is labeled "The Self-Analysis Report," and is transmitted to The Center for inclusion (summary) in a report to the Superintendent (#4 following).

4. Report of the Analysis (The)

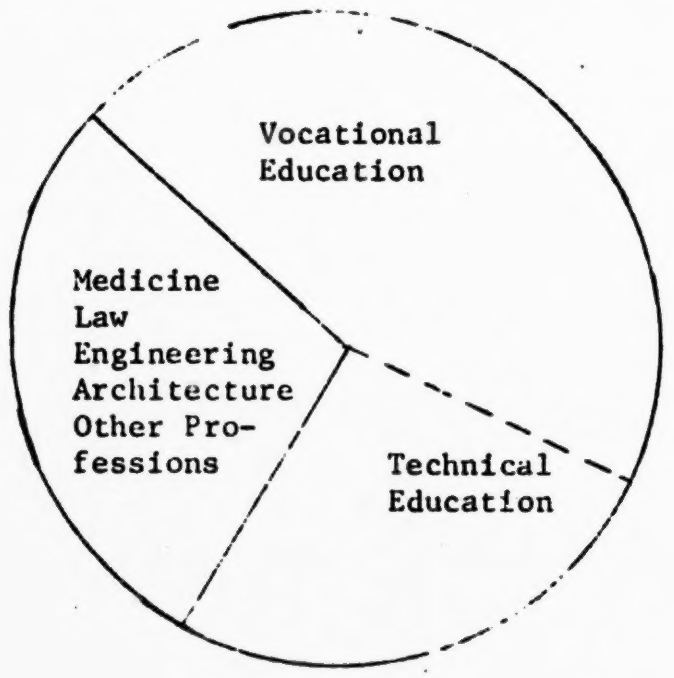
   The Center combines the Self-Analysis Report and the Visiting Team Report along with specific recommendations (and suggestions regarding timing, procedures and probable costs) into one document which is ultimately transmitted to the Superintendent. This is the "Report of the Analysis."

Staff (the)

Professional members of the State Agency for Vocational-Technical Education.

TERMINOLOGY EMBODIED IN A CONCEPT OF OCCUPATIONAL EDUCATION

Occupational Education: Education designed to contribute to occupational choice, competence and advancement.



1. Professional Education

   Specialized education for occupations requiring four or more years of college preparation.

2. Practical Arts Education

   Education---in agriculture, business, distribution, home economics, industry, and similar fields---which is not designed to prepare for a particular occupation or a cluster of related occupations.

3. Technical Education

   Specialized education for occupations ordinarily requiring two or more years of preparation beyond high school which emphasizes the science, mathematics and laboratory procedures related to the occupations for which the students are preparing.

4. Vocational Education

Specialized education for a particular nonprofessional occupation or a cluster of these occupations.

Adult Education: Education of persons who have temporarily or permanently discontinued their full-time schooling.

Area Schools: Junior and community colleges, vocational schools, technical institutes and branches of universities which serve areas usually larger than school districts.

Agency: That which is sometimes called the "State Divison of Vocational Education," "State Department of Vocational Education," etc.

The Board: The body of persons usually known as the "State Board for Vocational Education" with control over the Agency. The membership may or may not be identical with that of the State Board of Education.

I. SELF-ANALYSIS BY THE STATE AGENCY FOR VOCATIONAL-TECHNICAL EDUCATION

A. Overview of The Plan for Analysis of the Agency

One may better understand his own role and responsibilities in a given undertaking if these are shown in context with those of others having related roles and responsibilities. The overview or outline which follows is intended to do just that.

As noted in the preceding Introduction, The Plan for Analysis of the State Agency for Vocational-Technical Education has three major parts, each of which is uniquely distinctive and essential. These are: I. The Self-Analysis; II. The Visiting Team; and III. The Final Report.

Part I of the Self-Analysis of the plan is outlined as follows:

1. Agreement provided that a person from the Agency and one from The Center shall serve as Co-Chairmen of the Self-Analysis phase of The Analysis.
2. The Co-Chairmen should confer with the Director and Dr. Lee and together for mutual orientation purposes.
3. A Steering Committee composed of staff members should be designated by the Director.
4. The Steering Committee should be oriented by the Director, the Co-Chairmen and Dr. Lee.
5. There should be periodic Department staff orientation sessions as needed.
6. The Steering Committee should appoint Department staff committee members for various assignments (note Part I.B.4.)
7. Staff Committees should be oriented (by the Co-Chairmen).
8. A time schedule should be agreed upon covering the several steps here being outlined (by the Steering Committee and Co-Chairmen).
9. Members of a Visiting Team should be identified and recruited (The Center).
10. The Visiting Team should be thoroughly oriented (by The Center).
11. Individual staff committees should function.

12. Staff consensus should be achieved by the several staff committees (and the Steering Committees) interacting under the direction of the Co-Chairmen of the Self-Analysis.

13. A Preliminary Report of the Self-Analysis should be formulated under the direction of the Co-Chairmen and submitted to The Center.

14. Copies of the Preliminary Report should be studied by The Center Co-Chairmen and Dr. Lee.

15. The Center should discuss the Preliminary Report with the Visiting Team and cause them to study it..

16. The Visiting Team should confer with Department staff, make observations, formulate reactions, achieve consensus, and develop a Visiting Team Report.

17. The significant reactions of the Visiting Team should be transmitted through The Center (preferably in group discussion) informally to the Steering Committee.

18. The Staff (of the Agency) should reconsider the Preliminary Report of the Self-Analysis, in the light of the Visiting Team reactions, and finalize the Staff Self-Analysis Report, which should then be transmitted to The Center.

19. The Center staff should prepare a tentative draft of the Report of the Analysis (summary of the Self-Analysis, summary of the Visiting Team reactions, specific recommendations, etc.)

20. The Center staff should review the tentative draft with the Director.

21. The Center staff should finalize the Report of the Analysis of the State Agency for Vocational-Technical Education and transmit it to the Director.

B. Procedures and Responsibilities

1. The Director of the State Agency has the prerogative for final approval concerning organization of the Analysis, personnel to be involved in the various activities, procedures, release of information, and actions to be implemented. He is an ex-officio member of the Steering Committee.

2. The Co-Chairmen constitute the lifeline of the Self-Analysis phase of the Analysis of the State Agency. Perhaps the most vital responsibilities of the Co-Chairmen are to maintain close liaison at all times with the Director and Allen Lee, respectively, and to maintain continual interaction and communication.

a. That all aspects of the Self-Analysis proceed in an orderly, systematic, worthwhile, expeditious, and generally desirable manner.

b. That "trouble spots" or problem areas are identified quickly and prompt action taken to resolve these.

c. That the Steering Committee and staff committees are correctly and adequately oriented, that these function somewhat uniformly, and on schedule.

d. That staff committee reports are properly prepared and reviewed by the individual staff committees, and by the staff committees collectively with the Steering Committee.

e. That the Preliminary Report of the Self-Analysis is truly representative of staff thinking, rather than just that of a single staff committee.

f. That the Preliminary Report is completed and is submitted on schedule to The Center.

g. That the Visiting Team Report (reactions to the Preliminary Report) is adequately communicated to and considered by the staff.

h. That the Self-Analysis Report represents the consensus of the staff and is completed and submitted to The Center on schedule.

i. That a realistic schedule for the Self-Analysis is developed and adhered to.

j. That necessary precautions are taken to preclude release of any results of Self-Analysis or other phases of the Analysis of the State Agency prematurely or through any channel other than the Director.

k. That anonymity of responses (to all aspects of the Self-Analysis) is maintained at all times. Appraisals should be identified only as staff appraisals, and not as appraisals of the Steering Committee, a particular staff member.

l. That all aspects of the Self-Analysis are conducted on a constructive basis at all times.

m. That appropriate staff are appropriately involved in the Self-Analysis.

n. That any oversights, and especially those which may be the responsibility of the Director or Allen Lee, are promptly called to the attention of those concerned.

o. That the Director and Dr. Lee assist with orientation of the Steering Committee.

p. That adequate facilities are available for Visiting Team activity (phone, secretarial, duplicator services, meeting rooms, chalkboard, etc.).

q. That assistance is given to Visiting Team members in arranging conferences with staff.

r. That necessary materials such as those indicated under (item "s") next, are systematically assembled (possibly put in notebooks with index tabs) and provided to The Center with the Preliminary Report (for subsequent distribution to the Visiting Team by The Center).

s. To secure, prepare, or bring about the preparation of:

    (1) A brief statement of the legal basis for the Agency.

    (2) A brief statement of the philosophy and objectives of the Agency.

    (3) An organizational chart of the Agency.

    (4) A brief listing and description of advisory groups.

    (5) A copy of any existing information on Agency policies.

    (6) A copy of the Agency salary schedule, and personnel policies and provisions.

    (7) An outline of existing provisions or procedures for preparation and distribution of information pertaining to Agency plans, reports, and activities.

    (8) A brief description of internal supporting services such as financial, statistical, graphic arts, consultant, etc.

    (9) The form for recording individual staff vita information and for having the forms completed.

(10) A list of Agency programs which should be analyzed.

3. The Steering Committee should work closely with the Co-Chairmen in discharging mutual and respective responsibilities. The Steering Committee has, as its area of major concern, the successful conduct of the Self-Analysis phase of the Analysis. It should function as its name implies "steering" the Self-Analysis. It should:

   a. Advise the Co-Chairmen in discharging their responsibilities (PART 1. B2.)

   b. Serve as eyes, ears, and spokesmen to expedite the Self-Analysis in general.

   c. Formulate a time table or schedule for action including:

      (1) The orientation of the staff regarding The Analysis of the Agency.

      (2) The orientation of staff committees in regard to details of the Self-Analysis.

      (3) The submission of Committee reports to the Steering Committee.

      (4) Completion of the Preliminary Report of the Self-Analysis and its submission to The Center.

      (5) The work of the Visiting Team.

      (6) Review of the Visiting Team Report.

      (7) Preparation of the Self-Analysis Report and submission of the Self-Analysis Report to The Center.

      (8) Other events.

   d. Designate some of the Steering Committee membership to serve as Staff Committees for (PART I.C 1, 2, & 3):

      (1) The Legal Basis for the Agency.

      (2) The Philosophy and Objectives of the Agency.

      (3) The Organizational Structure of the Agency.

   e. Designate Agency staff to serve on committees and the various program committees indicated under PART I.C. which follows.

f. Keep the Agency staff advised of the direction and progress of The Analysis.

g. Make suggestions which the Co-Chairmen may communicate to The Center for the selection of Visiting Team members.

h. Conduct meetings for the purpose of achieving staff consensus, so the Preliminary (and also the Self-Analysis) Report will represent staff rather than merely individual committee consensus.

i. Become familiar with the Visiting Team Report or especially those reactions which are in conflict with appraisals in the Preliminary Report.

j. Assist the Co-Chairmen as requested and advisable.

4. The Staff Committees are made up of members of the Agency and actually represent the major fountain of knowledge which the Self-Analysis phase of this study is designed to tap, and which is essential to both the identification and implementation of desirable change to strengthen and improve the Agency. Adequate functioning of these staff committees may well be the most influential factor in the success of this venture. Each of these Committees should:

a. Elect or have designated one member to serve as Chairman.

b. Organize as efficiently as possible to perform assignments and meet the time schedule.

c. Review and carefully study the criteria suggested for its assigned area of responsibility (Part I.C.).

d. Revise, add to, or delete each criterion until it is deemed appropriate and complete for the task at hand.

e. Discuss their appraisals among themselves, but under no circumstances with outsiders.

f. Note that all staff Committee reports should be unsigned. Each Committee member should make an appraisal (reply) to each criterion, and transmit this (also unsigned) to his Committee chairman.

g. Note that all results of staff Committee work should be kept anonymous so far as individual opinions are concerned.

h. Note that individual Committee member reports are to be presented to the Committee Chairman to achieve consensus of the Committee, then to the Steering Committee Chairman to achieve staff consensus and to develop a Preliminary Report which will be delivered to The Center for subsequent use with the Visiting Team (for its reactions.)

i. Note that Visiting Team reactions to the staff Preliminary Report will be communicated to the staff, after which the staff (through the Steering Committee and with the aid of the Co-Chairman) will prepare a Report of the Self-Analysis, which in turn will be incorporated as one of the three parts of an overall report to be prepared by The Center and submitted to the Director for his consideration and disposition.

5. The Center for Research and Development in State Education Leadership has responsibility for designing the plan for Analysis of the Agency, for orienting persons with responsibility for executing the plan, and for developing and submitting a report to the Director. In more detail, pertinent responsibilities of The Center are to:

    a. Confer as necessary with the Director and other staff of the Agency.

    b. Orient Agency staff in general with the various intricacies of The Plan for Analysis of the State Agency.

    c. Designate one of the two Co-Chairmen for the Self-Analysis phase of the Analysis.

    d. Insure that the Co-Chairmen designated by The Center is in position to perform the functions essential to his assignment (especially as outlined under PART 1.B.2. earlier in this chapter).

    e. Identify (in conference with the Director and his staff) desirable membership for the Visiting Team, and recruit the Team.

    f. Receive the Preliminary Report of the Self-Analysis and study it.

    g. Orient the Visiting Team.

    h. Transmit the Preliminary Report to the Visiting Team, make certain it is studied by and discussed with the Visiting Team.

    i. Oversee the work of the Visiting Team (note PART II of this Plan).

    j. Oversee the preparation of the Visiting Team's Report (reactions).

k. Receive the Visiting Team Report and study it.

l. Communicate significant reactions of the Visiting Team to the Director and appropriate staff.

m. Receive the final Report of the Self-Analysis and study it.

n. Prepare a tentative draft of the Report of the Analysis of the State Agency for Vocational-Technical Education including a summary of the Self-Analysis Report, a summary of the Visiting Team Report, specific recommendations and suggestions on timing, procedures, and probable costs.

o. Discuss the tentative draft (above) with the Director.

p. Prepare a final draft of the Analysis and deliver copies to the Director.

C. Areas and Respective Criteria for the Self Analysis

1. Instructions and Use of Symbols for Self-Analysis

On pages which follow, there are included the several areas for analysis of the Agency. These coincide with those listed in the Table of Contents (PART I.C.). Under each of these areas are listed a number of criteria. Instructions for each staff committee include the following steps:

a. Initially, the staff committee which has been assigned the responsibility for a given area should read through the entire list of criteria for the area in question.

b. Next the staff Committee should consider each individual criterion per se, and reflect upon its appropriateness.

c. If the Criterion is deemed (by the staff Committee) appropriate as stated, (and this will be true in most instances), then the criterion should be left unaltered.

d. If, for some reason, the staff Committee should agree that some change (additions, deletions, or revisions) in the wording of the criterion would make it more appropriate for use in their assignment, then the staff Committee should make such changes as it deems in order.

e. When each criterion has been considered as suggested above, the staff Committee members should proceed, individually, to make their analysis for each criterion. This should be done by placing a symbol in the appropriate place opposite each criterion.

Note: To the right of each criterion are two lines. The first is for the Agency Committee analysis. The second is for subsequent Visiting Team reactions.

f. After each staff Committee member has made (individually) his analysis of the existing situation or condition for each criterion, then the Committee should convene and reach a consensus rating for each criterion.

g. The staff Committee should prepare one copy of the staff Committee's consensus, and this should be reported as requested by the Steering Committee Chairman.

h. After each staff Committee report has been reviewed (as deemed advisable by the Steering Committee) and a consensus of agreement reached by the staff, all of the Committee reports should be combined (in the special volume which will be provided by The Center) and will then constitute the Preliminary Report of the Self-Analysis.

i. The Co-Chairmen representing the Agency should mail this to The Center.

j. Subsequently, The Center will study the Preliminary Report, ascertain Visiting Team reactions (as outlined under PART II), and communicate these to the Department.

k. Subsequently, the Steering Committee will confer (as it deems appropriate) with staff Committees in light of the Visiting Team reactions and develop a Report of the Self-Analysis (which may or may not differ appreciably from the Preliminary Report). Accordingly, this step may or may not involve formal staff meetings.

2. Explanations of symbols used by staff Committees and by the Visiting Team respectively, and these in turn are followed by "Areas and Criteria for the Self-Analysis."

Symbols for Staff Committee Use:

Symbol	Analysis of Provisions or Conditions
E	Excellent
VG	Very Good
G	Good
S	Satisfactory
F	Fair
P	Poor
M	Missing and Needed
N	Missing But Not Needed

Symbols for Visiting Team Use:

Symbols	Visiting Team Reaction
S	Would Have Given the Same Rating
+	Would Have Given a Higher Rating
-	Would Have Given a Lower Rating
O	Not Rated

3. Special Instructions

Since states vary in their legal provision for administering vocational education, a choice of criteria was found necessary in a few instances in V-A (Legal Basis for the Agency). These choices are noted by use of asterisks.

a. Where the vocational-technical education agency is legally based as an integral part of the State Department of Public Instruction and the Director of the Agency is responsible to the Board of Education through the State Superintendent of Public Instruction, use all criteria without asterisks and those preceded by one asterisk. Disregard only criteria with two asterisks.

b. Where the Agency is legally based as a separate Agency and not responsible to the State Board of Education through the State Superintendent of Public Instruction, use all criteria without asterisks and those with two asterisks. Disregard only criteria preceded by one asterisk.

II. VISITING TEAM REACTIONS TO THE AGENCY'S SELF-ANALYSIS

The basic purpose for the Visiting Team is to provide unbiased, somewhat interdisciplinary reactions to the Agency's Self-Analysis, and to provide insights and judgments which will be of value to The Center in formulating recommendations and related information to be included in the Final Report of The Analysis.

A. Selection and Recruitment of Visiting Team Members

The actual selection of Visiting Team members should be made by The Center, after consultation with the Director. In effect, the Director may want to make several nominations in each of several areas. Availability, competence, experience, training, reliability, compatability, location acceptability, politics, and other obvious factors are of prime importance in the selection of Visiting Team members.

The Visiting Team should include a total of about six persons, distributed such as:

(1) One or two Directors of other state agencies for vocational-technical education.

(2) Two university representatives.

(3) One or two representatives from the state legislature.

(4) One representative of a professional education association.

The Center will recruit the best possible Team, all factors considered. Evidence of bias or preconceived opinions may warrant elimination of a prospect. Following telephone or personal discussions with those concerned, The Center will formalize contractual details with each Team member.

B. Orientation and Organization of the Visiting Team

An initial on-site meeting of the Team should mark the beginning of the Team's work. Even though Team members may have participated in similar analyses or evaluation activities, each member of the Team should be present for a major orientation meeting to review procedures, become acquainted with other Team members, influence organization of the Team for work, review the Preliminary Report of the Self-Analysis, etc.

In order to expedite the work of the Visiting Team and provide continuity throughout the Analysis (Self-Analysis, Visiting Team and Final Report phases), Allen Lee (or his designee) will chair the Visiting Team. The Team will be divided into sub-teams for the purpose of dividing the work to be done.

The Visiting Team must necessarily stress certain guidelines:

(1) An official report of the Visiting Team's reactions will be developed, but the reactions of individual team members should be at no time revealed except while the Visiting Team is functioning officially as a team.

(2) The Visiting Team Report will be a Team report, rather than a report of the reactions of individual team members.

(3) At no time should a Team member (or members) make recommendations to Agency Staff directly or personally.

(4) The Visiting Team should make suggestions to The Center which may well be utilized in the formulation of the specific recommendations to be included in the Final Report of the Analysis which The Center will submit to the Director.

(5) Demands of the assignment necessitate that all Visiting Team members be present full-time while the Team is scheduled to be in action (from the time of the beginning of the initial on-site orientation meeting unitl the Visiting Team Report has been completed).

C. Procedures for Operation

The procedures to be followed by the Visiting Team are as follows:

(1) All Team members report for an initial orientation session to be conducted by The Center. (This will be on-site of the Agency).

(2) Each Team member should thoroughly study the Preliminary Report of the Self-Analysis.

(3) The Team will organize into sub-teams, dividing the work to be done among them, preferably two members on a team.

(4) Chairmen of the sub-team should develop a schedule of appointments with Agency staff for the purpose of acquiring information, developing impressions, and formulating reactions to each individual criterion for the areas assigned (note PART I.C. for detailed listing of the areas).

(5) The Agency Co-Chairmen should, upon request (from Visiting Team members) contact Agency staff to schedule appointments for the Visiting Team members to confer with Agency staff.

D. Report Preparation

The Visiting Team members will initially (through personal study, staff conference, and observation) formulate individual reactions to each criterion (in the areas assigned) and especially cogitate upon the appraisals (analyses) made by Agency staff. In this regard, the individual Visiting Team member should then record (in the space provided) (note PART I.C.) his own reactions.

Most often, the Visiting Team will operate in sub-teams of two. The sub-team should reach agreement on reactions to each criterion and then report this to the Visiting Team as a whole. Consensus should be achieved by the Visiting Team as a whole, and this consensus recorded in the special document provided by The Center for this purpose. During the process of study, discussion and observation by Visiting Team members, each member will focus upon acquiring information pertinent to his special assignments. He would, incidentally acquire additional information which will contribute to the development of consensus on the assignments of other members when the Team meets as a whole.

The Center (Allen Lee or his designee) will record the decisions and appropriate suggestions of Team members, and thus be responsible for formalizing the Visiting Team Report (which may subsequently be submitted to individual Team members for their corrections, additions, or deletions).

III. THE FINAL REPORT

A. Composition

The Center has the responsibility for preparing The Final Report, which will include:

1. A summary (or the whole) of the Self-Analysis Report prepared by the Agency.
2. A summary (or the whole) of the Visiting Team Report.
3. Recommendations, with suggestions for implementation, including such factors as procedures, timing, and probable costs.

B. Preparation

The Center will make a detailed study of both the Preliminary and the Visiting Team Reports, conduct such additional conferences as may be necessary to acquire more facts or reactions and prepare a tentative draft of a Report of the State Agency for Vocational-Technical Education.

The Center (Allen Lee and/or his representative) will discuss the tenative draft with the Director.

Thereafter, The Center will finalize the Report, have it duplicated, and submit the desired number of copies to the Director.

C. Distribution

The sole responsibility for distribution of The Report of the Analysis of the State Agency shall rest with the Director. No information, oral or written,shall otherwise be released by The Visiting Team, the Agency or Center staff, at any time without approval from the Director of the State Agency.

D. Implementation

The assumption is that the purpose of this activity (The Analysis of the State Agency for Vocational-Technical Education) is to strengthen and improve the Agency and thereby education in the state.

Hopefully, the activity will result in a report which identifies strengths that should be perpetuated and enhanced, and weaknesses or needs which warrant changes in policy, organization, and/or admin istation. "Administration" is here defined to include such functions as policy, finance, organization, staffing, planning, coordination, communication, cooperation, promotion, and direction.

Intentions and efforts are to conduct the Analysis in such a constructive, cooperative, interdisciplinary, and discerning manner, involving many knowledgeable and concerned persons, as to achieve a degree of agreement and willingness (desire) to implement the recommendation which will be made in the Report submitted to the Director.

The Center will be available upon request from the Director, to discuss or elaborate upon any facet of The Report of the Analysis of the State Agency for Vocational-Technical Education.

Obviously, the determination of what implementation, if any, is to occur rests with the Director and his co-workers.

APPENDIX "D"

NATIONAL ADVISORY COMMITTEE

APPENDIX "D"

NATIONAL ADVISORY COMMITTEE
(representing State Directors of Vocational Education)

John A. Beaumont, State Director, Division of Vocational and Technical Education, Illinois

J. R. Cullison, State Director, Vocational Education, Arizona

C. L. Greiber, Executive Officer and Director, Vocational Education, Wisconsin

Everett P. Hilton, Assistant Superintendent, Vocational Education, Kentucky

J. R. Ingram, State Director, Vocational Education, Alabama

Ernest G. Kramer, Assistant Superintendent, Vocational Education, Washington

Walter J. Markham, State Director, Vocational Education, Massachusetts

Joseph F. Murphy, State Director, Vocational Education, Connecticut

Mark Nichols, Administrator, Vocational and Technical Education, Utah

Byrl R. Shoemaker, State Director, Division of Vocational Education, Ohio

Cecil E. Stanley, Assistant Commissioner, Vocational Education; Director, Technical Education, Nebraska

John W. Struck, Director and State Director, Vocational Education, Pennsylvania

Robert M. Winger, Assistant Superintendent, Vocational Education, Michigan